

Access DB# 104920**SEARCH REQUEST FORM**

Scientific and Technical Information Center

Requester's Full Name: Kathleen Christman Examiner #: 48182 Date: 09/30/03  
Art Unit: 3713 Phone Number 308-6374 Serial Number: 09/826690  
Mail Box and Bldg/Room Location: CD 10011 Results Format Preferred (circle): PAPER DISK E-MAIL

If more than one search is submitted, please prioritize searches in order of need.

\*\*\*\*\*

Please provide a detailed statement of the search topic, and describe as specifically as possible the subject matter to be searched. Include the elected species or structures, keywords, synonyms, acronyms, and registry numbers, and combine with the concept or utility of the invention. Define any terms that may have a special meaning. Give examples or relevant citations, authors, etc, if known. Please attach a copy of the cover sheet, pertinent claims, and abstract.

Title of Invention: method for Admitting an admissions applicant into an academic institutionInventors (please provide full names): Joseph Harbaugh (FL)Earliest Priority Filing Date: 04/05/01

\*For Sequence Searches Only\* Please include all pertinent information (parent, child, divisional, or issued patent numbers) along with the appropriate serial number.

\*\*\*\*\*  
**STAFF USE ONLY**Searcher: Jane Horvath

Searcher Phone #: \_\_\_\_\_

Searcher Location: \_\_\_\_\_

Date Searcher Picked Up: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Searcher Prep &amp; Review Time: \_\_\_\_\_

Clerical Prep Time: \_\_\_\_\_

Online Time: \_\_\_\_\_

**Type of Search**

NA Sequence (#) \_\_\_\_\_

AA Sequence (#) \_\_\_\_\_

Structure (#) \_\_\_\_\_

Bibliographic \_\_\_\_\_

Litigation \_\_\_\_\_

Fulltext \_\_\_\_\_

Patent Family \_\_\_\_\_

Other \_\_\_\_\_

**Vendors and cost where applicable**

STN \_\_\_\_\_

Dialog \_\_\_\_\_

Questel/Orbit \_\_\_\_\_

Dr.Link \_\_\_\_\_

Lexis/Nexis \_\_\_\_\_

Sequence Systems \_\_\_\_\_

WWW/Internet \_\_\_\_\_

Other (specify) \_\_\_\_\_



# STIC Search Report

## EIC 3700

STIC Database Tracking Number: 104920

TO: Kathleen Christman  
Location: cp2 10d11  
Art Unit: 3713

Case Serial Number: 09/826690

From: Jeanne Horrigan  
Location: EIC 3700  
CP2-2C08  
Phone: 305-5934

[jeanne.horrigan@uspto.gov](mailto:jeanne.horrigan@uspto.gov)

### Search Notes

Attached are the search results for the conditional admissions method, including inventor and prior art searches in foreign and international patent databases, and prior art searches in education and business non-patent literature databases and on the Web via the Google search engine.

Also attached is a search feedback form. Completion of the form is voluntary. Your completing this form would help us improve our search services.

I hope the attached information is useful. Please feel free to contact me (phone 305-5934 or email [jeanne.horrigan@uspto.gov](mailto:jeanne.horrigan@uspto.gov)) if you have any questions or need additional searching on this application.

*Kathleen -  
There's tons of material on  
conditional admissions. Let me  
know if you need more -  
Jeanne*

*JH*

ASRC Searcher: Jeanne Horrigan  
Serial 09/826690  
October 3, 2003

1

File 350:Derwent WPIX 1963-2003/UD,UM &UP=200362

File 347:JAPIO Oct 1976-2003/May(Updated 030902)

File 371:French Patents 1961-2002/BOPI 200209

Set	Items	Description
-----	-------	-------------

S1	2	AU='HARBAUGH J F':AU='HARBAUGH J T' [not relevant]
----	---	--

File 348:EUROPEAN PATENTS 1978-2003/Sep W03

File 349:PCT FULLTEXT 1979-2002/UB=20030925,UT=20030918

E2	2	AU=HARBAUGH HARRY K
----	---	---------------------

E3	0	*AU=HARBAUGH JOSEPH
----	---	---------------------

E4	2	AU=HARBAUGH KENNETH A
----	---	-----------------------

File 1:ERIC 1966-2003/Sep 25

File 121:Brit.Education Index 1976-2003/Q2

File 437:Education Abstracts 1983-2003/Aug

Set	Items	Description
-----	-------	-------------

S1	1	AU='HARBAUGH, JOSEPH D.'
----	---	--------------------------

1/7/1 (Item 1 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00276586 ERIC NO.: EJ146219 CLEARINGHOUSE NO.: CG511177

Clinical Training and Legal Services for Older People: The Role of the Law  
Schools, An Educational Note

Harbaugh, Joseph D.

Gerontologist, 16, 5, 447-452, Oct 76

1976 (19760000)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: CIJMAR1977

Law schools have undertaken clinical methods permitting law students to represent indigent civil or criminal clients under supervision. Seven programs are described and represent various approaches, indicating the importance of granting academic credit, dedication of sufficient resources for supervision, and emphasis on skills development and interdisciplinary study. (Author)

File 1:ERIC 1966-2003/Sep 25  
 File 7:Social SciSearch(R) 1972-2003/Sep W4  
 File 11:PsycINFO(R) 1887-2003/Sep W4  
 File 35:Dissertation Abs Online 1861-2003/Sep  
 File 121:Brit.Education Index 1976-2003/Q2  
 File 142:Social Sciences Abstracts 1983-2003/Aug  
 File 437:Education Abstracts 1983-2003/Aug  
 File 94:JICST-EPlus 1985-2003/Sep W3  
 File 111:TGG Natl.Newspaper Index(SM) 1979-2003/Oct 01  
 File 583:Gale Group Globalbase(TM) 1986-2002/Dec 13  
 File 6:NTIS 1964-2003/Sep W4  
 File 34:SciSearch(R) Cited Ref Sci 1990-2003/Sep W4  
 File 434:SciSearch(R) Cited Ref Sci 1974-1989/Dec  
 File 65:Inside Conferences 1993-2003/Sep W4  
 File 473:FINANCIAL TIMES ABSTRACTS 1998-2001/APR 02  
 File 474:New York Times Abs 1969-2003/Oct 02  
 File 475:Wall Street Journal Abs 1973-2003/Oct 02

Set	Items	Description
S1	1243498	COLLEGE? ? OR UNIVERSIT???
S2	1378697	SCHOOL? ? OR ACADEMIC()INSTITUTION? ?
S3	35173	ESL OR ENGLISH(3W)SECOND()LANGUAGE
S4	217348	ADMISSION? ? OR ADMIT?? OR ADMITTED OR ADMITTING
S5	2284032	CONDITION?? OR STIPULAT? OR PREREQUISITE? ? OR PRECONDITIO- N?
S6	1313689	LIMIT? ? OR LIMITED OR LIMITING OR LIMITATION? ?
S7	721852	COURSE? ? OR SEMINAR? ?
S8	1298701	PASS??? OR FAIL???
S9	3159697	EXAM? ? OR EXAMINATION? ? OR TEST? ?
S10	441132	ACCEPT?????
S11	2402491	S1:S3
S12	652396	S4 OR S10
S13	115710	S7 AND S9
S14	3432766	S5:S6
S15	7166	S11 AND S14(S)S12
S16	323	S13 AND S15
S17	70	CONDITIONAL()ACCEPTANCE? ?
S18	0	S3 AND S17
S19	2382886	S1:S2
S20	599	S12 AND S19 AND S3
S21	224	S12(S)S19(S)S3
S22	13	S11 AND S17
<b>S23</b>	<b>13</b>	<b>RD (unique items)</b>
S24	0	S23/2002:2003
S25	0	S23/2001
S26	21815	S12/TI,DE AND S11/TI,DE
S27	7721	S14(2N)S12
S28	136	S26 AND S27
S29	6	S13 AND S28
S30	6	RD (unique items)
S31	0	S30/2002:2003
<b>S32</b>	<b>6</b>	<b>S30 NOT S23</b>
S33	43	S14(N)S12 AND S26
S34	41	S33 NOT S32
S35	38	RD (unique items)
S36	1	S35/2002:2003
S37	37	S35 NOT S36

interpersonal skills courses. After section IV outlines the program components, section V discusses the scope of service of the program, focusing on the role of various personnel and the eligibility of students who complete the developmental education program for regular programming. Finally, section VI presents program evaluation data, highlighting a 90% success rate. Attachments include brief descriptions of program courses; a statement of the grading policy for developmental education; detailed course outlines and grading policies; **conditional acceptance** notifications for the Health Technologies, Business Technologies, and Engineering/Physical Science Technologies Divisions; outlines of the pre-technical curricula for these divisions; and job descriptions for the director of developmental education and developmental education specialists. (LAL)

DESCRIPTORS: Course Descriptions; \*Developmental Studies Programs; Grading; Program Descriptions; \*Remedial Mathematics; \*Remedial Reading; \*Technical Institutes; Two Year **Colleges** ; \*Writing Instruction  
IDENTIFIERS: Cincinnati Technical **College** OH

**23/9/7 (Item 1 from file: 11)**

DIALOG(R) File 11:PsycINFO(R)

(c) 2003 Amer. Psychological Assn. All rts. reserv.

01979602 1992-98375-006

**Counseling athletes in higher education.**

AUTHOR: Lanning, Wayne; Toye, Peter

AUTHOR AFFILIATION: U Nevada, Dept of Counseling & Educational Psychology,  
Chair & Professor--Las Vegas--NV--USn1

BOOK SOURCE: Kirk, Wyatt D. (Ed); Kirk, Sarah V. (Ed). Student athletes:  
Shattering the myths and sharing the realities.

, 61-70 , xxviii, 173, 1993

PUBLISHER: American Counseling Association--Alexandria--VA--US

ISBN: 1-55620-098-6 (paperback)

DOCUMENT TYPE: Chapter

MEDIA TYPE: Print (Paper)

SPECIAL FEATURES: References

RECORD TYPE: Abstract

AUDIENCE: Psychology: Professional & Research

LANGUAGE: English

POPULATION GROUP: Human

ABSTRACT: chapter- identify some of the issues that must be addressed in counseling with athletes in higher education / identify and discuss some of the special ethical difficulties that arise in counseling this population special considerations in athletic counseling in higher education [development of a sense of entitlement, peer group difficulties, career choice problems, **conditional acceptance** , counseling injured athletes]/ ethical difficulties and considerations in counseling athletes in higher education [dealing with coaches, working with nonvolunteer clients, dual roles of counselors] (PsycINFO Database Record (c) 2002 APA, all rights reserved)

DESCRIPTORS: Athletes; \*Higher Education; \* **School** Counseling;  
Professional Ethics; Students

IDENTIFIERS: examines special considerations & ethical issues involved in counseling athletes in higher education

SUBJECT CODES & HEADINGS: 3580 (Educational/Vocational Counseling &  
Student Services); 3720 (Sports)

RELEASE DATE: 19930301

32/7/2 (Item 2 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00992923 ERIC NO.: ED424195 CLEARINGHOUSE NO.: SP038140

**Coping with the CBEST: Alternative and Inclusive Approaches.**

Valencia, Atilano A.

16pp.

October 1998 (19981000)

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; California

JOURNAL ANNOUNCEMENT: RIEMAR1999

California State University, Fresno developed a comprehensive program to increase the number of minority students admitted into its teacher education program. The program, developed by the School of Education and Human Development (SOEHD), resulted from claims that the mandatory California Basic Educational Skills **Test** (CBEST) impedes and discourages qualified minority students from entering teaching. The program includes an early identification system that enables the SOEHD to identify students who intend to pursue teaching and provide them with information about taking the CBEST as early as possible. The program also includes advice for students, several alternative admission plans for students who have difficulty with the CBEST (e.g., **conditional admission** despite not yet having passed the CBEST), and diagnostic information. There are specially designed **courses** to further the basic skills of students who experience difficulty passing the CBEST. Data from 1996-97 indicate that the alternative admission program helped remove a principal barrier to admission for at least 51 percent of students who did not pass the CBEST in 1996-97. Data from 1994-97 showed that 70 percent of students who entered via alternative admissions plans passed the CBEST by the end of the semester. Data from the end of every school year suggest that the alternative admission plans and early identification system have successfully facilitated the admission of students who otherwise would have been denied admission due to low CBEST scores. (SM)

38/7/2 (Item 2 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00978123 ERIC NO.: ED411721 CLEARINGHOUSE NO.: HE030440

**Academic Delay of Gratification in Conditionally-Admissible Minority College Students.**

Bembenutty, Hefer; Karabenick, Stuart A.

12pp.

March 1997 (19970300)

NOTES: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 143 (Reports--Research); 150 (Speeches/meeting papers); 160 (Test/questionnaires)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Michigan

JOURNAL ANNOUNCEMENT: RIEFEB1998

This study compared academic delay of gratification (ADOG) among

**conditionally-admitted** African-American, regularly-admitted African-American, and regularly-admitted white college students. A total of 44 **conditionally-admitted** African-American students, 43 regularly-admitted African-American students, and 273 regularly-admitted Caucasian students from the same university completed the Academic Delay of Gratification Scale (ADOGS) and the Motivated Strategies for Learning Questionnaire (MSLQ). It was found that although there were no significant differences between the reported ADOG of regularly- and conditionally-admitted African-American students, the **conditionally-admitted** group was higher in extrinsic motivation, organization, critical thinking, peer learning, and help seeking. Overall ADOG scores were significantly higher for the regularly-admitted African-American students than for the Caucasian students, however. In addition, regularly-admitted African-American students reported higher use of rehearsal and metacognition than regularly-admitted Caucasian students, although the reverse obtained for control beliefs and self-efficacy. A copy of the ADOGS is included. (Contains 15 references.) (MDM)

38/7/6 (Item 6 from file: 111)

DIALOG(R)File 111:TGG Natl.Newspaper Index(SM)

(c) 2003 The Gale Group. All rts. reserv.

04545052 Supplier Number: 17033476

CUNY plan would limit remedial help to first year. (City University of New York to limit admission to those who can complete remedial work in their freshman year) (Education Pages) (Living Arts Pages)

Hevesi, Dennis

New York Times, v144 , Wed ed, col 5, pB8(N) pA1(L)

June 14, 1995

38/7/8 (Item 8 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00812744 ERIC NO.: EJ461385 CLEARINGHOUSE NO.: HE531043

Statistical Modelling of University Conditional Offer Requirements.

Francis, Brian; Barry, Jon

Studies in Higher Education, v18 n1 p27-42 1993

1993 (19930000)

ISSN: 0307-5079

LANGUAGE: English

DOCUMENT TYPE: 80 (Journal articles); 143 (Reports--Research)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: CIJAUG1993

TARGET AUDIENCE: Administrators; Practitioners

Statistical analysis was conducted of offerings by universities in England and Wales to students **admitted conditional** to achievement of specific grades on A-level examinations. Disciplines included in analysis were electrical engineering, English, mathematics, sociology. **Admissions conditional** on future achievement were examined for differences related to gender, age, social class, applicant's school, student's stated college preference, college offering **conditional admission** . (Author/MSE)

38/7/9 (Item 9 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00800385 ERIC NO.: ED347949 CLEARINGHOUSE NO.: HE025713

The **College Handbook: Foreign Student Supplement**, 1993.;

CORP. SOURCE: College Board, New York, NY. (BBB25910)

280pp.

1992 (19920000)

NOTES: For the College Handbook, see HE 025 709.

ISBN: 0-87447-434-5

AVAILABLE FROM: College Board Publications, Box 886, New York, NY

10101-0886 (\$15).

Document Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 10 (Book); 50 (Guides--General)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; New York

JOURNAL ANNOUNCEMENT: RIEDEC1992

This book is a guide to higher education in the United States for prospective foreign students. It is designed as a specialized supplement to "The College Handbook, 1993." The information in the guide is based on information supplied by approximately 2,900 institutions in the College Board's Annual Survey of Colleges, 1992-93. Part I, "Applying to College in the United States," offers general information on decision-making and the application process covering U.S. higher education systems, choosing colleges, college costs, comparing colleges, college requirements, when colleges decide, test information, and a glossary of college terms. Part II, "Information on U.S. Colleges and Universities," contains tables that offer information on 2,332 undergraduate and 884 graduate institutions in the United States listed alphabetically by state and covering enrollment data, applications requirements, student services, costs, credits, and financial aid. There are separate listings for colleges offering undergraduate degrees (associate, bachelor's) and institutions offering graduate degrees (master's doctoral, first professional). There follows a **listing, by state, of colleges offering conditional admission based on English-language proficiency**. A directory of colleges lists colleges alphabetically providing address and telephone numbers. A final section lists sources of information and advising services available in foreign countries. (JB)

38/7/10 (Item 10 from file: 11)

DIALOG(R) File 11:PsycINFO(R)

(c) 2003 Amer. Psychological Assn. All rts. reserv.

01176727 1991-33566-001

**Conditional admittance programs: Do they enable problem drinkers?**

AUTHOR: Linkenbach, Jeff; Hutt, Matt

ALPHA AFFILIATION: Montana State U, Alcohol & Drug Assistance Ctr, Bozeman

--USn1

JOURNAL: Journal of College Student Development, Vol 32(4), 382-383, Jul, 1991

PUBLISHER: ACPA Executive Office--US

ABSTRACT: Assessed alcohol and other drug (AOD) abuse rates among 275 1st-yr college students (CSs) in a **conditional admission** program (CAP) and 3,216 1st-yr CSs who were nonconditionally admitted. For both fall and spring semesters, CAP Ss were overrepresented in AOD early intervention groups. (PsycINFO Database Record (c) 2002 APA, all rights reserved)

38/7/22 (Item 22 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

percent of the group that otherwise would not have met the criteria were allowed to continue work at the university. This experimental approach apparently did not result in a large number of the group taking less than a full load of 12 hours for the summer or six hours per summer half-term. It did result in students repeating a course the second half of the summer that they did not successfully complete during the first half. (Author/LBH)

**38/7/36 (Item 36 from file: 94)**

DIALOG(R)File 94:JICST-EPlus

(c)2003 Japan Science and Tech Corp(JST). All rts. reserv.

00860343 JICST ACCESSION NUMBER: 89A0208287 FILE SEGMENT: JICST-E

**Admission limits to the departments of medicine and pharmacology and problems of learning in persons having color blindness.**

KUBOTA YASUO (1)

(1) Toyama Medical and Pharmaceutical Univ., Faculty of Medicine  
Nippon no Ganka(Journal of the Japan Ophthalmologists Association), 1988,  
VOL.59,NO.9, PAGE.975-978, FIG.1, TBL.2, REF.7

JOURNAL NUMBER: Y0950AAA ISSN NO: 0285-1326

UNIVERSAL DECIMAL CLASSIFICATION: 617.7-001.1/-009

LANGUAGE: Japanese COUNTRY OF PUBLICATION: Japan

DOCUMENT TYPE: Journal

ARTICLE TYPE: Commentary

MEDIA TYPE: Printed Publication

**38/7/37 (Item 37 from file: 35)**

DIALOG(R)File 35:Dissertation Abs Online

(c) 2003 ProQuest Info&Learning. All rts. reserv.

285787 ORDER NO: AAD66-03822

**AN ANALYSIS OF SELECTED CONDITIONAL ADMISSIONS AT THE UNIVERSITY OF SOUTHERN CALIFORNIA**

Author: MALCOLM, RICHARD WARD

Degree: ED.D.

Year: 1966

Corporate Source/Institution: UNIVERSITY OF SOUTHERN CALIFORNIA (0208)

Source: VOLUME 27/01-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 115. 215 PAGES

File 47:Gale Group Magazine DB(TM) 1959-2003/Oct 02  
File 15:ABI/Inform(R) 1971-2003/Oct 02  
File 75:TGG Management Contents(R) 86-2003/Sep W3  
File 88:Gale Group Business A.R.T.S. 1976-2003/Oct 03  
File 636:Gale Group Newsletter DB(TM) 1987-2003/Oct 02  
File 20:Dialog Global Reporter 1997-2003/Oct 03  
Set Items Description  
S1 2917182 COLLEGE? ? OR UNIVERSIT???  
S2 2475699 SCHOOL? ? OR ACADEMIC()INSTITUTION? ?  
S3 9751 ESL OR ENGLISH(3W)SECOND()LANGUAGE  
S4 1409065 ADMISSION? ? OR ADMIT?? OR ADMITTED OR ADMITTING  
S5 2812402 CONDITION?? OR STIPULAT? OR PREREQUISITE? ? OR PRECONDITION?  
S6 3180290 LIMIT? ? OR LIMITED OR LIMITING OR LIMITATION? ?  
S7 2581541 COURSE? ? OR SEMINAR? ?  
S8 4555310 PASS??? OR FAIL???  
S9 2165041 EXAM? ? OR EXAMINATION? ? OR TEST? ?  
S10 2254882 ACCEPT?????  
S11 3433656 S4 OR S10  
S12 28076 S5(3N)S11  
S13 28266 S6(3N)S11  
S14 1191 S1(S)S12:S13  
S15 944 S2(S)S12:S13  
S16 3 S3(S)S12:S13  
S17 3 **RD (unique items) [not relevant]**  
S18 285416 S1/TI,DE  
S19 284339 S2:S3/TI,DE  
S20 460 S14:S15 AND S18:S19  
S21 82892 S7(S)S9  
S22 55 S20 AND S21  
S23 41 RD (unique items)  
S24 9 S23/2002:2003  
S25 32 S23 NOT S24  
S26 32 **Sort S25/ALL/PD,D**  
S27 3544 S11(N)S5  
S28 48 S18:S19 AND S27  
S29 46 S28 NOT S22  
S30 40 RD (unique items)  
S31 10 S30/2002:2003  
S32 7 **S30/2001 [too recent]**  
S33 23 S30 NOT S31:S32  
S34 23 **Sort S33/ALL/PD,D**

26/3,AB,K/3 (Item 3 from file: 47)

DIALOG(R)File 47:Gale Group Magazine DB(TM)

(c) 2003 The Gale group. All rts. reserv.

06007347 SUPPLIER NUMBER: 70396728 (USE FORMAT 7 OR 9 FOR FULL TEXT)

**Changing Admissions Policies.**

STERN, DAVID; BRIGGS, DEREK

Change, 33, 1, 34

Jan, 2001

ISSN: 0009-1383 LANGUAGE: English RECORD TYPE: Fulltext

WORD COUNT: 5812 LINE COUNT: 00489

... and minority students, we see four distinct trends that are prompting the current reconsideration of **admissions** procedures.

1) Economic Conditions

Rapid economic change has favored college graduates, causing greater

numbers of...

...AP tests, and thus depend less on high school grades. Conceivably, such uses of AP **exams** could continue to expand, becoming a gold standard to replace the tin standard of high...

DESCRIPTORS: Universities and **colleges** --

**26/3,AB,K/5** (Item 5 from file: 47)

DIALOG(R)File 47:Gale Group Magazine DB(TM)

(c) 2003 The Gale group. All rts. reserv.

05894185 SUPPLIER NUMBER: 65076010 (USE FORMAT 7 OR 9 FOR FULL TEXT)

**What to do if school is a struggle?(services and colleges for students with learning disabilities)(Statistical Data Included)**

Marcus, David L.

U.S. News & World Report, 129, 10, 100

Sept 11, 2000

DOCUMENT TYPE: Statistical Data Included ISSN: 0041-5537

LANGUAGE: English RECORD TYPE: Fulltext

WORD COUNT: 1129 LINE COUNT: 00093

... get. The most prestigious schools, including Princeton and Harvard, usually limit their services to untimed **tests** in quiet rooms, as well as the academic counseling offered to all students. Others, including...

...scan students' texts, then read them aloud. Sometimes, the services begin with pre-enrollment prep **courses** and "priority registration" to ensure that students get classes they want. The services are usually...

...bothered.

**Because learning-disabled students often have a tough time adjusting to the workload of college, some schools offer conditional admission: An on-campus college -prep course must be taken before classes start...**

**26/3,AB,K/21** (Item 21 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

(c) 2003 The Gale Group. All rts. reserv.

03645574 SUPPLIER NUMBER: 17379682

**Why Johnny can't write. (teaching grammar and logic to college students)**

Mac Donald, Heather

The Public Interest, n120, p3(11)

Summer, 1995

ISSN: 0033-3557 LANGUAGE: English RECORD TYPE: Fulltext; Abstract

WORD COUNT: 3674 LINE COUNT: 00300

ABSTRACT: The Darmouth Conference held in 1966 for American and British writing teachers espoused a growth mode teaching process that encouraged inarticulateness and error in prose composition. This led to the deterioration in the writing ability of college students. To prevent the further decline in the grammatical proficiency of students, several professors are now pushing for the implementation of writing-proficiency **examinations** and remedial-writing **courses**.

... for the ruling class to exclude the potentially radicalizing elements of higher education from the **colleges**. Thus everywhere along the scale of education there is a relentless march toward the basics." James Sledd, professor emeritus of English at the **University** of Texas at Austin, writes in **College** English that standard English is "essentially an instrument of domination," and that coercing students to speak properly **conditions** them to **accept** the coercion of capitalism. Richard Ohmann, humanities professor at Wesleyan **University**, has pronounced the "decline of literacy ... a fiction, if not a hoax."

The political process...

...and correctness, teachers are supposed to evaluate how much the student has grown over the **course** of a semester. The hottest trend in grading - portfolio assessment - grows out of the process school. Elbow created the method after he saw the "harmful effects of writing proficiency **exams** ."

Among the most harmful of those effects is apparently the assault on self-esteem that...

...based on drafts of papers, diary entries, letters, and other informal assignments compiled over the **course** of a semester, rather than on the freestanding merit of a paper or **exam** . Often the student "collaborates" with the teacher in assigning a grade to the portfolio. Portfolio... determination to break down hierarchy extends beyond the teacher-student divide. A pioneering freshman composition **course** at City College combines students who failed the CUNY writing entrance **exam** with those who passed. Says Acting Provost Mike Aarons: "The idea behind the program [which...

**26/3,AB,K/26 (Item 26 from file: 47)**

DIALOG(R)File 47:Gale Group Magazine DB(TM)

(c) 2003 The Gale group. All rts. reserv.

03810208 SUPPLIER NUMBER: 13217802 (USE FORMAT 7 OR 9 FOR FULL TEXT)

**Minority programs that get high marks. (includes related articles on Puerto Rican students and on programs for young children) (Special Section: Minorities in Science)**

Gibbons, Ann; Levy, Dawn

Science, v258, n5085, p1190(5)

Nov 13, 1992

CODEN: SCIEAS ISSN: 0036-8075 LANGUAGE: ENGLISH

RECORD TYPE: FULLTEXT

WORD COUNT: 3560 LINE COUNT: 00276

... and to require them to take the advanced math, science, and English courses that are **prerequisites** for **admission** to top **colleges** . And "we recruited average students who had a little spark, who seemed a little interested...

...and sifting kids out of school," she says. Instead of putting some kids in honors **courses** and others in vocational classes, the VIE program was open to anybody who signed up...

...of English, math, science, and social studies; 2 years of a foreign language; advanced placement **courses** in biology, calculus, English, and social studies; as well as specially designed summer academic programs and classes preparing them for the SAT **exam** .

Today, the program draws rave reviews: "Ventures in Education is a real winner," says Williams...

...DESCRIPTORS: Minority **college** students...

**34/3,AB,K/9 (Item 9 from file: 47)**

DIALOG(R)File 47:Gale Group Magazine DB(TM)

(c) 2003 The Gale group. All rts. reserv.

05214840 SUPPLIER NUMBER: 21055100 (USE FORMAT 7 OR 9 FOR FULL TEXT)

**The problem with all those A's: even high achievers often need remedial help. (college remedial services) (America's Best Colleges: 1999 Annual Guide) (Brief Article)**

Sobel, Rachel K.

U.S. News & World Report, v125, n8, p78(1)

August 31, 1998

DOCUMENT TYPE: Brief Article ISSN: 0041-5537

LANGUAGE: English

RECORD TYPE: Fulltext

WORD COUNT: 592 LINE COUNT: 00048

**34/3,AB,K/15** (Item 15 from file: 47)  
DIALOG(R)File 47:Gale Group Magazine DB(TM)  
(c) 2003 The Gale group. All rts. reserv.  
04046399 SUPPLIER NUMBER: 14829538 (USE FORMAT 7 OR 9 FOR FULL TEXT)  
**Black univ. officials in Mississippi disturbed by state's new admissions  
policy.**  
Jet, v85, n15, p25(1)  
Feb 14, 1994  
ISSN: 0021-5996 LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT; ABSTRACT  
WORD COUNT: 320 LINE COUNT: 00024  
ABSTRACT: Admissions requirements for Mississippi's eight state colleges  
have tightened, which may reduce enrollment at the state's historically  
black colleges. Officials at Jackson State, Mississippi Valley State, and  
other schools fear that students will apply to out-of-state institutions.  
... the ACT.  
Students who fail to meet automatic admission standards can be  
screened for possible **conditional admission**, according to the new  
policy.  
"There are a number of students who now come to...  
DESCRIPTORS: African American **universities** and **colleges** --...  
... **Universities** and **colleges** --...  
...State **universities** and **colleges** --

File 348:EUROPEAN PATENTS 1978-2003/Sep W03

File 349:PCT FULLTEXT 1979-2002/UB=20030925,UT=20030918

Set	Items	Description
S1	100961	COLLEGE? ? OR UNIVERSIT???
S2	9950	SCHOOL? ? OR ACADEMIC()INSTITUTION? ?
S3	920	ESL OR ENGLISH(3W)SECOND()LANGUAGE
S4	52893	ADMISSION? ? OR ADMIT?? OR ADMITTED OR ADMITTING
S5	727551	CONDITION?? OR STIPULAT? OR PREREQUISITE? ? OR PRECONDITION?
S6	1008928	LIMIT? ? OR LIMITED OR LIMITING OR LIMITATION? ?
S7	325130	COURSE? ? OR SEMINAR? ?
S8	847340	PASS??? OR FAIL???
S9	1589722	EXAM? ? OR EXAMINATION? ? OR TEST? ?
S10	346000	ACCEPT?????
S11	53	S1:S3(5N)S4
<b>S12</b>	<b>1</b>	<b>S11(S)S7(S)S9</b>
<b>S13</b>	<b>2</b>	<b>S11/TI,AB</b>

File 350:Derwent WPIX 1963-2003/UD,UM &UP=200362

File 347:JAPIO Oct 1976-2003/May(Updated 030902)

File 371:French Patents 1961-2002/BOPI 200209

Set	Items	Description
S1	2551	COLLEGE? ? OR UNIVERSIT???
S2	7045	SCHOOL? ? OR ACADEMIC()INSTITUTION? ?
S3	143	ESL OR ENGLISH(3W)SECOND()LANGUAGE
S4	41894	ADMISSION? ? OR ADMIT?? OR ADMITTED OR ADMITTING
S5	1092432	CONDITION?? OR STIPULAT? OR PREREQUISITE? ? OR PRECONDITION?
S6	469313	LIMIT? ? OR LIMITED OR LIMITING OR LIMITATION? ?
S7	64165	COURSE? ? OR SEMINAR? ?
S8	1669749	PASS??? OR FAIL???
S9	409256	EXAM? ? OR EXAMINATION? ? OR TEST? ?
S10	139047	ACCEPT?????
S11	180460	S4 OR S10
S12	1522235	S5:S6
S13	9310	S1:S2
S14	2167	S7 AND S9
S15	1830	S12(2N)S11
S16	1	S14 AND S15
S17	1	S13 AND S15
<b>S18</b>	<b>2</b>	<b>S16:S17 [not relevant]</b>
S19	0	S5(2W)S4 AND S13
S20	1	S4(2W)S5 AND S13
S21	0	S20 NOT S18
S22	41	(S13 OR S3)(5N)S4
S23	4	S22 AND S5:S6
S24	0	S22 AND S14
<b>S25</b>	<b>3</b>	<b>S23 NOT S18</b>

**25/26,TI/2** (Item 1 from file: 347)

DIALOG(R)File 347:JAPIO

(c) 2003 JPO & JAPIO. All rts. reserv.

07091431

SYSTEM AND METHOD FOR ACTING FOR CULTURE SCHOOL INTRODUCTION AND RECORDING  
MEDIUM WITH PROGRAM FOR ACTING FOR CULTURE SCHOOL INTRODUCTION ACTING  
PROGRAM RECORDED THEREON

## **S88-7 CONDITIONAL ADMISSIONS**

---

### **Legislative History:**

**Document dated April 14, 1988.**

**At its meeting of April 4, 1988, the Academic Senate approved the following Policy Recommendation presented by Ruth Yaffe for the Curriculum Committee.**

### **ACTION BY THE UNIVERSITY PRESIDENT:**

**"Approved and accepted as University Policy effective for the Fall, 1988 admission of students."  
Signed: Gail Fullerton, April 14, 1988.**

---

## **POLICY ON CONDITIONAL ADMISSIONS**

### **S 88-7**

Effective Fall, 1988, and continuing through at least 1992, CSU campuses will admit many students "conditionally". This applies to new freshmen who have attained a qualifying Eligibility Index (GPA/SAT combination), but failed to complete one or more of 15 specific high school course requirements. How many courses may be left incomplete, and still warrant conditional admission rather than rejection, will be established annually by the CSU. SJSU can expect between 700 and 1100 conditional admits in 1988, depending upon the final CSU decision on how many courses may remain unfinished.

Whereas, SJSU needs procedures for clearing the conditions of admission for students admitted in Fall, 1988, therefore be it

Resolved, that the following limit be established:

Conditionally admitted students must clear deficiencies in college preparatory subjects by the point at which they have completed 36 units at San Jose State University; failure to clear all conditions makes the student subject to administrative disqualification.

Students are allowed up to 36 SJSU units of any kind, baccalaureate and nonbaccalaureate combined, with the understanding that units accumulated at Community Colleges may be used to clear conditions and will not count against the SJSU 36 unit total. (Students who require SJSU pre-baccalaureate work will be required to count such units against the 36 unit total).

And be it further

Resolved that the following course pattern for clearing conditions be adopted:

Missing Requirement from High School: SJSU Course(s) to Clear

4 years of English: English 1A

3 years of Mathematics: Intermediate Algebra or Any GE Quantitative Reasoning course

1 year Laboratory Science: Any GE Science course with a lab, or any introductory science major course with a lab (e.g., Chem. 1A)

1 year U.S. History or History/Govt.: SJSU graduation requirement (in U.S. History and Government (usually two courses)

2 years Foreign Language: Completion of the second semester of an elementary foreign language course (based on CSU formula of one year of high school language equal to one semester of college)

1 year Visual/Performing Arts: Any GE course approved as "Arts"

3 years of approved electives: Any GE course not used to meet another condition (one course to clear each year of missing elective)

Students may use Community College courses to clear conditions. SJSU will accept the Community College categorization of such courses, just as it does now (by CSU mandate) in General Education.

And be it finally

Resolved, that the following conditions apply to Specially Admitted students:

Some students will be admitted both conditionally and without a qualifying Eligibility Index. For these students the courses required to clear conditions are as previously stated, but the limits are as follows:

Disadvantaged Special Admits (EOP): 59 baccalaureate credit units.

Non-disadvantaged Special Admits: Maximum of 59 baccalaureate credit units, with a lesser number set as appropriate by the Special Admissions Committee at the point of admission.

The addition of "baccalaureate" recognizes that many of these specially admitted students will have to precede such condition-clearing courses as English 1A with one or more semesters of pre-baccalaureate work, and that they should not by very nature of their special admission status be expected to move as rapidly to clear conditions as those students who were fully admissible.


[Advanced Search](#)
[Preferences](#)
[Language Tools](#)
[Search Tips](#)


[Web](#) · [Images](#) · [Groups](#) · [Directory](#) · [News](#)

Searched English pages for "**conditional admissions**" "**remedial course**". Results 1 - 7 of about 10. Search to

### Kentucky Council on Postsecondary Education : Policies - College ...

... (7) "**Remedial course**" means a college or ... (e) A nonresident student; or. (f)

An international student. Section 4. **Conditional Admissions** Qualifications. ...

www.cpe.state.ky.us/policies/ policies\_college\_admissions.asp - 59k - Oct 2, 2003 - [Cached](#) - [Similar pages](#)

### IUPUI Fall 1998 Enrollment Report

... Using **conditional admissions** status as an overall indicator of incoming students'

level of ... The Relationship between **Remedial Course** Placements and Retention. ...

www.imir.iupui.edu/infore/mi/fall98/fall98en.htm - 48k - Oct 2, 2003 - [Cached](#) - [Similar pages](#)

### Brock University, Department of Institutional Planning and ...

... is not a skill that can normally be taught in a quickie **remedial course**. ... IELP, as

well as more effective exploitation of **conditional admissions** - will increase ...

www.brocku.ca/instanalysis/taskforce/humanities.htm - 31k - [Cached](#) - [Similar pages](#)

[PDF]<a href="http://newfaucob.accrisoft.com/">College of Business</a ...

File Format: PDF/Adobe Acrobat - [View as HTML](#)

... **Conditional admissions**, transient students, non- business graduate students, and admission requirements for international students in the Master of Taxation ...

www.fau.edu/gr-cat/business.pdf - [Similar pages](#)

[PDF]DW C PO Box 308 • DeWitt, AR 72042 • 870-946-3506 H C PO Box ...

File Format: PDF/Adobe Acrobat - [View as HTML](#)

Page 1. 2002-03 D E WITT C AMPUS PO Box 308 • DeWitt, AR 72042

• 870-946-3506 H ELENA C AMPUS PO Box 785 • Helena, AR 72342 ...

www.pccua.edu/catalog2002/pdf%20files/pcc2002-a.pdf - [Similar pages](#)

[PDF]Student Edition draftwww.pmd

File Format: PDF/Adobe Acrobat

Page 1. © 1992 3rd Edition 2003 www.purefun.org Essay Themes Networking

Contacts Goals Project Ideas Career Options WWW Sites Books ...

www.education-financing-tips.com/ pdf/student-edition-2002.pdf - [Similar pages](#)

[PDF]Maryland Case Study

File Format: PDF/Adobe Acrobat - [View as HTML](#)

Page 1. The Bridge Project: Strengthening K-16 Transition Policies

Maryland Case Study Technical Report Toby H. Milton Educational ...

www.stanford.edu/group/bridgeproject/MD\_phase1.pdf - [Similar pages](#)

*In order to show you the most relevant results, we have omitted some entries very similar to the 7 already displayed.*

*If you like, you can repeat the search with the omitted results included.*

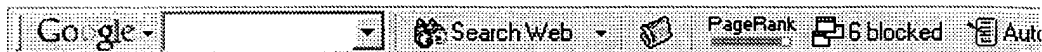
"conditional admissions" "remedi

Google Search

Search within results

Dissatisfied with your search results? [Help us improve.](#)

Get the [Google Toolbar](#):



[Google Home](#) - [Advertise with Us](#) - [Business Solutions](#) - [Services & Tools](#) - [Jobs, Press, & Help](#)

©2003 Google

## Chapter V

# Student Profile, Standards, Services, and Activities

---

p 109

### Introduction

This chapter offers a profile of Eastern Michigan University students and comments regarding the implications of that profile for the programs and services of the University. Description and evaluation of student services and activities are then presented. An assessment of University services and activities is included at the end of this chapter. That assessment is based on the *Students' Reaction to College* survey cited in Chapter IV, as well as on the analysis of key administrators of the University who contributed to this self-study.

### Profile of Undergraduate and Graduate Students

Extensive profiling of students is routinely conducted by the University's Institutional Analysis and Reporting Office. Recent editions of those profiles will be available to the evaluation team as part of the primary data file for this report. What is presented here is an orienting summary of more detailed profile data. An effort has been made to include information that may not be apparent by examining the Basic Institutional Data Forms submitted with this report.

### Overall Enrollment Growth

During the past ten years Eastern has experienced substantial enrollment growth. As its student body has grown certain features have changed and certain trends have emerged.

A very important trend has been the strong improvement of student retention as a factor in the University's overall enrollment growth. The chart in Figure V-1 summarizes the enrollment gains and the extent to which those gains have resulted from new as compared to returning students. The enrollment data reported in Figure V-1 is as of the opening-term reporting date for the Fall term of the year cited. Opening-term enrollment is always reported as of the date on which one-tenth of the term has been completed. Final official enrollment data are naturally larger. Data on final official enrollments are included in the primary data file for this report.

---

p 110

Figure V-1

Additional details regarding admission of veterans, non-traditional, non-matriculated, and other types of students are available in the Undergraduate Catalogue. There are, however, other factors one must understand to fully appreciate the current status of Eastern's admissions policies.

As part of University recruitment strategy, the Office of Admissions and others involved in student recruitment have been charged with obtaining a balance in the newly-admitted student population. Consistent with the principle that Eastern is to be a University of quality, uniqueness, and opportunity, recruitment efforts since the 1979-80 period have focused on a goal of 1/3 of newly-admitted (first time in any college or FTIAC) students having 4.0-3.5 high school grade point averages, 1/3 of the students having 3.49-3.0 grade points, and the remaining 1/3 having 2.99-2.0 GPA.

The Academic Standards and Admissions Committee, at the request of the Director of Admissions, began an in-depth evaluation of undergraduate admissions policies in the early 1980s. In 1986, the Office of Institutional Research at Eastern analyzed and validated the continued use of the Admissions Office *Predicted Index Guide*.

### ***Graduate***

The basic criteria are discussed here. More detail as to policies and procedures are available through discussion with the Dean and staff of the Graduate School. These admission criteria represent minimal standards. Academic departments are free to impose more rigorous standards beyond these for admission to a particular program. Admissions standards are discussed here only for those degree levels already approved. Admissions standards for proposed doctoral programs are discussed in *Chapter XI* of this report.

---

p 124

### ***Specialist's Degree***

A minimum grade point average of 3.3 (B+) in the master's degree program is required for admission to the specialist's degree. For those departments admitting students into the specialist's degree directly from the bachelor's degree, a minimum undergraduate grade point average of 2.75 is required.

### ***Master's Degree***

Degree admission requires that the applicant hold a bachelor's degree from an accredited college or university and possess a minimum undergraduate grade point average of 2.50 (4.0 scale) or 2.75 in the last half of the undergraduate program. Applicants who do not possess minimum requirements for admission may be granted conditional admission. Conditions of admission must be met prior to beginning coursework for the degree.

### ***Conditional Admissions***

**Condition 1:** *Curriculum Deficiencies* is a conditional admission for students who meet the degree admission requirements of the Graduate School, but have curricular deficiencies in their undergraduate program and/or other departmental standards and therefore do not meet departmental admission requirements. In such cases, conditions stipulated must be met prior to gaining degree admission.

**Condition 2:** *Senior Status* is a conditional admission granted to candidates completing an undergraduate degree at the end of the current semester and is valid for one enrollment period only. This condition is removed when the student submits an official undergraduate transcript with the baccalaureate degree posted.

**Condition 3:** *College of Business/Foundation Courses* is a conditional admission status granted to students who must complete foundation courses with "B" (3.0 GPA) averages. If successful, the student must then complete 12 hours of required core courses with a "B+" (3.3 GPA) average, with no grades below "B," and no course repeats.

**Condition 4:** *English as a Second Language Program* is a conditional admission status granted to international non-native speakers of English who scored below the required minimum score in the English proficiency exam (TOEFL) and the Test of Written English, (or MELAB) and will be required to elect appropriate ESL courses. The ESL courses are determined by the ESL program staff based on the candidate's score and a placement examination. The examination is administered by the English as a Second Language program staff at Eastern Michigan University prior to the beginning of each term.

---

p 125

### ***Non-Degree Admission***

Non-degree students may enroll under this status for any of the semesters or sessions (Fall, Winter, Spring, or Summer) and there is no limit to the number of hours a non-degree student may earn. However, students will be subject to course prerequisites. Also a student cannot earn a degree with non-degree student status. Students can transfer from non-degree student status to degree status if they meet departmental and Graduate School requirements (see Transfer of Credit to Degree Programs from non-degree student, page 18 of the *Graduate Catalogue*). Policy states that a student must complete a minimum of 10 semester hours after admission to the degree program. Non-degree students can earn a graduate certificate in such programs as historic preservation planning and social work. However, for the purpose of teacher certification and for professional licensing, the submission of official transcripts is necessary.

Credits earned do not automatically apply toward a degree program but are dependent upon admission to the Graduate School, the requirements of the program, recommendation by an adviser, and the approval of the Graduate School.

**Status 1:** *Academic Deficiencies* is a non-degree admission status granted on the recommendation of the academic department to candidates who do not meet the minimum undergraduate grade point average (2.5 GPA) requirement of the Graduate School or the academic department GPA requirements, whichever is higher; or who have graduated from a non-accredited academic institution, and/or have demonstrated the potential to perform graduate-level work at Eastern Michigan University. This type of admission provides students with an opportunity to demonstrate that they can be successful in a graduate program at Eastern Michigan University by completing a minimum of nine and no more than 12 graduate level credit hours specified by the department, while maintaining good academic standing (3.0


[Advanced Search](#)
[Preferences](#)
[Language Tools](#)
[Search Tips](#)


[Web](#) · [Images](#) · [Groups](#) · [Directory](#) · [News](#)

Searched English pages for esl "conditi nal admissions". Results 1 - 30 of about 147. Search took 0.34 secon

### UESL's Conditional Admissions Page

... <http://www.cwu.edu/~esl/eslapp4.html> Please send questions about the program to Steve Horowitz//horowitz@cwu.edu Last updated: 29 March 2002. ... [www.cwu.edu/~esl/eslapp4.html](http://www.cwu.edu/~esl/eslapp4.html) - 8k - Oct 2, 2003 - [Cached](#) - [Similar pages](#)

### ELI 2002 Newsletter -- Conditional Admissions Program

**Conditional Admissions Program** provides linguistic and legal bridge. ... Fortunately, UD's **Conditional Admissions Program (CAP)** provided a solution. ... [www.udel.edu/eli/02news/02cap.html](http://www.udel.edu/eli/02news/02cap.html) - 14k - [Cached](#) - [Similar pages](#)

### ELI Newsletter -- New faces in the Christina School District

#### ESL ...

New faces in the Christina School District **ESL** program. ELI instructor Lisa Grimsley with her 3rd and 4th grade students at Brookside Elementary School. ... [www.udel.edu/eli/02news/02lep.html](http://www.udel.edu/eli/02news/02lep.html) - 13k - [Cached](#) - [Similar pages](#)  
[ [More results from www.udel.edu](#) ]

### Sponsored Links

#### Learn to Speak English

English language home study course from nationally accredited PCDI. [www.pcdi.com](http://www.pcdi.com)  
Interest: [Interest](#)

#### Ready-to-print lessons

Photocopiable ESL lesson plans, and over 2000 ESL flashcards. [www.esl-images.com](http://www.esl-images.com)  
Interest: [Interest](#)

#### English - Second Language

English as a second language at the world's largest online library. [www.questia.com](http://www.questia.com)  
Interest: [Interest](#)

[See your message here...](#)

### For International and ESL Students Academic Year 02-03

Courses for Drexel International Undergraduates & Graduates, Academic Year 02-03  
University Courses Academic Writing **ESL** Sections of Freshman Humanities Terms ... [www.drexel.edu/elc/studydrx/drexugng.html](http://www.drexel.edu/elc/studydrx/drexugng.html) - 16k - [Cached](#) - [Similar pages](#)

#### SLEP

... Humanities 006 Oral Communications for International Students; **ESL** 042 Advanced Grammatical Analysis; **ESL** 043 Oral Presentations; **ESL** ... [www.drexel.edu/elc/studydrx/slep.html](http://www.drexel.edu/elc/studydrx/slep.html) - 25k - [Cached](#) - [Similar pages](#)  
[ [More results from www.drexel.edu](#) ]

### Admissions, Records and Registration - Developmental Preparatory ...

... Board Policy 5020.1 - Definition of Unconditional and **Conditional Admissions** prohibits the enrollment of College Early ... Eng 76, Vocabulary Study Skills: **ESL**. ... [www.deltacollege.org/dept/ar/admissions/dev\\_prep\\_courses.html](http://www.deltacollege.org/dept/ar/admissions/dev_prep_courses.html) - 18k - [Cached](#) - [Similar pages](#)

### AAIEP - American Association of Intensive English Language ...

... **Conditional Admissions**: For students who meet all other admissions requirements, Widener University's English Policy is: Conditional undergraduate admission ... [www.aaiep.org/memdetail.cfm?memid=228](http://www.aaiep.org/memdetail.cfm?memid=228) - 35k - [Cached](#) - [Similar pages](#)

### CSU Dominguez Hills International Students Page

... American Language and Culture Program (ALCP): Academic English Preparation (**ESL**); TOEFL preparation; **Conditional Admissions**. Outreach ... [www.csudh.edu/csudh/isso4.htm](http://www.csudh.edu/csudh/isso4.htm) - 15k - [Cached](#) - [Similar pages](#)

#### CSU Dominguez Hills International Students Page

American Language and Culture Program (ALCP). Academic English Preparation

(ESL); TOEFL preparation; **Conditional Admissions**. Outreach ...  
[www.csudh.edu/csudh/isso/isso4.htm](http://www.csudh.edu/csudh/isso/isso4.htm) - 15k - [Cached](#) - [Similar pages](#)

### Spring 2003 New Transfer Student Checklist

... Failure to not pass the 4 **conditional admissions** courses - Written Communication, Oral Communication ... speakers of English who wish or need to take **ESL** classes. ...  
[www.sfsu.edu/~advising/springtodo.htm](http://www.sfsu.edu/~advising/springtodo.htm) - 22k - Oct 2, 2003 - [Cached](#) - [Similar pages](#)

### University of New Hampshire English as a Second Language ...

... About the **ESL** Institute. Our intensive **ESL** institute is offered each summer as well as during the academic year. The institute is ...  
[www.learn.unh.edu/esl/ESL2004.html](http://www.learn.unh.edu/esl/ESL2004.html) - 20k - [Cached](#) - [Similar pages](#)

### University of San Diego English Language Academy

... Special Group Programs, which include **ESL** classes and recreational ... Students seeking **conditional admissions** should: demonstrate minimum English language ...  
[www.studyusa.com/factshts/usd.htm](http://www.studyusa.com/factshts/usd.htm) - 9k - [Cached](#) - [Similar pages](#)

### University of Delaware

... All tutoring is with trained **ESL** specialists, who give students personal attention. Special Programs. **Conditional Admissions** Program Business English Pre ...  
[www.studyusa.com/factshts/udel.htm](http://www.studyusa.com/factshts/udel.htm) - 8k - [Cached](#) - [Similar pages](#)

### CPTC International Program - English

... Finally, **conditional admissions** are offered and advanced level **ESL** students can enter our programs without TOEFL. Our Location. We ...  
[www.cptc.ctc.edu/international/textversion/default.asp](http://www.cptc.ctc.edu/international/textversion/default.asp) - 7k - [Cached](#) - [Similar pages](#)

### CPTC International Program - English

... CPTC. Finally, **conditional admissions** are offered and advanced level **ESL** students can enter our programs without TOEFL. Our Location. ...  
[www.cptc.ctc.edu/international/usa/default.asp](http://www.cptc.ctc.edu/international/usa/default.asp) - 11k - [Cached](#) - [Similar pages](#)

### [PDF]Academic Plans

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 ... to mid-August) English Language Program (**ESL**) only **ESL** and undergraduate ... Yes (see below) No: \* **Conditional Admissions** to undergraduate programs are available. ...  
[www.svsu.edu/intprog/UGapp.pdf](http://www.svsu.edu/intprog/UGapp.pdf) - [Similar pages](#)

### [PDF]International Student Application

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 ... Study Plan & English Language Program & **ESL** and undergraduate degree ... page 5). Year to begin studies: \_\_\_\_\_ \* **Conditional Admissions** to undergraduate ...  
[www.svsu.edu/intprog/forms/undergrad00-01.pdf](http://www.svsu.edu/intprog/forms/undergrad00-01.pdf) - [Similar pages](#)

### EMU Undergraduate Catalog - Continuing Education

... The **ESL** courses are determined by the **ESL** program staff based on the candidate's score and a placement ... **Conditional admissions** are not allowed for this status. ...  
[www.emich.edu/public/catalogs/1996-1998/undergradcatalog/info/otherdep.html](http://www.emich.edu/public/catalogs/1996-1998/undergradcatalog/info/otherdep.html) - 28k - [Cached](#) - [Similar pages](#)

### Saint Mary's International - Agent Information - The Intensive ...

... **Condi ti nal Admissions**. ... for Personal and Professional Communication (EPPC), Pre-MBA Language and Culture Program (Pre-MBA), One month **ESL** Immersion Program (IMM) ...  
[www.stmarys.ca/administration/international/agent\\_information/iep.html](http://www.stmarys.ca/administration/international/agent_information/iep.html) - 35k - [Cached](#) - [Similar pages](#)

### Intensive English Program - FREQUENTLY ASKED QUESTIONS

... What does my tuition fee cover? 25 hours of **ESL** instruction per week; full academic, computer and cultural orientation at the beginning of each semester; ...  
[www.stmarys.ca/academic/tesl/iep/faq.htm](http://www.stmarys.ca/academic/tesl/iep/faq.htm) - 15k - [Cached](#) - [Similar pages](#)  
[\[ More results from www.stmarys.ca \]](#)

### CCCCD- ADMISSIONS FORM

... See also **Conditional Admissions** Contract form. ... Degree Improve Job Skills Transfer to a University Personal Enrichment Developmental Education **ESL** Classes. ...  
<https://www.ccccd.edu/onlineapp/admission.html> - 46k - [Cached](#) - [Similar pages](#)

### Canada Education

... Each week **ESL** students receive twenty hours of classroom instruction and spend at least five hours in the multimedia lab. ... Ø **conditional admissions** available. ...  
[www.internationaleducationmedia.com/canada/camosun.htm](http://www.internationaleducationmedia.com/canada/camosun.htm) - 23k - [Cached](#) - [Similar pages](#)

### ESLUSA.ORG ® - Welcome to State

... Welcome to New Hampshire. **ESL** Schools. <http://www.aelt.co.nz>. ... High faculty/student ratio. **Conditional admissions** available. college classes for credit available. ...  
[www.eslusa.org/Listings/NH/lists/nh\\_esl.asp](http://www.eslusa.org/Listings/NH/lists/nh_esl.asp) - 26k - [Cached](#) - [Similar pages](#)

### The ELI: Faculty Information

... of Oregon. She is also the ELI's **Conditional Admissions** Program head advisor. She has been teaching **ESL** since 1972. She received ...  
[oregonstate.edu/dept/eli/eli\\_faculty.html](http://oregonstate.edu/dept/eli/eli_faculty.html) - 20k - Oct 2, 2003 - [Cached](#) - [Similar pages](#)

### Application-Form

... Intended Major \_\_\_\_\_, Degree \_\_\_\_\_, or **ESL** only \_\_\_\_\_. ... this requirement I can only be considered for **conditional admissions** and classified ...  
[www.washburn.edu/services/is/Application-Form.html](http://www.washburn.edu/services/is/Application-Form.html) - 21k - [Cached](#) - [Similar pages](#)

### [PDF] WASHBURN UNIVERSITY

File Format: PDF/Adobe Acrobat - [View as HTML](#)

... mail \_\_\_\_\_ Intended Major \_\_\_\_\_,

Degree \_\_\_\_\_

**ESL** only \_\_\_\_ or ... be considered for **conditional admissions** and classified ...

[www.washburn.edu/services/is/application-forms4.pdf](http://www.washburn.edu/services/is/application-forms4.pdf) - [Similar pages](#)

### [PDF] Higher Education recognition: USA

File Format: PDF/Adobe Acrobat

Page 1. January 2003 emc-1480-3y01 Higher/Further Education Recognition

USA US Baccalaureate, Research, Doctoral, Master's, Associate ...

[www.cambridge-efl.org/support/dloads/recog\\_usahe.pdf](http://www.cambridge-efl.org/support/dloads/recog_usahe.pdf) - [Similar pages](#)

### Masters Degree Options

... EPFA 567. **ESL** & Bilingual Program Design Models, 3. ... GO-7) to change from qualified to regular status; most university **conditional admissions** will automatically be ...  
[btp.pdx.edu/masters.htm](http://btp.pdx.edu/masters.htm) - 94k - [Cached](#) - [Similar pages](#)

### [PDF] 03 SMT Accomplishments QUARK.qxd (Page 1)

File Format: PDF/Adobe Acrobat - [View as HTML](#)

... had served 1, 752 adults during FY2003 - 1,050 in **ESL**, 797 in ... generated and mailed 5,514 acceptance letters, and processed 585 **Conditional Admissions** students ...


[www.nwacc.edu/pr/Report.pdf](http://www.nwacc.edu/pr/Report.pdf) - [Similar pages](#)

### CAP Application

... category, preference will be given to students who have received **conditional admissions**

at an ... host country at the time of application (except for **ESL** program). ...

www.ibiblio.org/obl/reg.burma/ archives/199602/msg00096.html - 22k - [Cached](#) - [Similar pages](#)

Google 

Result Page: 1 2 [Next](#)

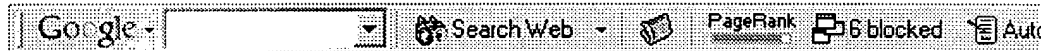
esl "conditional admissions"

Google Search

[Search within results](#)

Dissatisfied with your search results? [Help us improve.](#)

Get the [Google Toolbar](#):



[Google Home](#) - [Advertise with Us](#) - [Business Solutions](#) - [Services & Tools](#) - [Jobs, Press, & Help](#)

©2003 Google


[Advanced Search](#)
[Preferences](#)
[Language Tools](#)
[Search Tips](#)


[Web](#) · [Images](#) · [Groups](#) · [Directory](#) · [News](#)

Searched **English** pages for **esl "conditional admissions"**. Results **31 - 52** of about **147**. Search took **0.17** seco

### Scholarship Program (1997/1998)for (r)

... category, prefernce will be given to students who have received **conditional admissions** at an ... **HOST COUNTRY AT THE TIME OF APPLICATION ( EXCEPT FOR ESL PROGRAM)**. ...  
[www.ibiblio.org/obl/reg.burma/archives/199701/msg00034.html](http://www.ibiblio.org/obl/reg.burma/archives/199701/msg00034.html) - 15k - [Cached](#) - [Similar pages](#)

[ [More results from www.ibiblio.org](#) ]

### [PDF]006 00 Admissions

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 ... English Language assessment exam). (9) Successful completion of the University of Alberta's **ESL 140/145**. Students whose first ...  
[www.registrar.ualberta.ca/pdfcal/02-03calendarpdf/Admissions.pdf](http://www.registrar.ualberta.ca/pdfcal/02-03calendarpdf/Admissions.pdf) - [Similar pages](#)

### Brock University, Department of Institutional Planning and ...

... IELP, as well as more effective exploitation of **conditional admissions** - will increase ... just finished delivering a complete one-term electronic **ESL** course for a ...  
[www.brocku.ca/instanalysis/taskforce/humanities.htm](http://www.brocku.ca/instanalysis/taskforce/humanities.htm) - 31k - [Cached](#) - [Similar pages](#)

### [PDF]Faculty and Staff

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 ... University, BS, MA Mathenia, John R., Instructor of **ESL (1977)** University of ... Carolina, Ph.D. McGlown, Tommy, Coordinator of **Conditional Admissions (1979)** Lane ...  
[www.utm.edu/admin/catalog04/faculty&staff.pdf](http://www.utm.edu/admin/catalog04/faculty&staff.pdf) - [Similar pages](#)

### The University of Tennessee at Martin Administration, Faculty, & ...

... Mathenia, John, Instructor of **ESL (1977)** University of Tennessee at ... McGlown, Tommy, Coordinator of **Conditional Admissions (1979)** Lane College, BA; Mississippi ...  
[www.utm.edu/admin/catalog00/admin.htm](http://www.utm.edu/admin/catalog00/admin.htm) - 74k - [Cached](#) - [Similar pages](#)

### [PDF]Admitting Process

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 ... 19 B. Processing Early **Conditional Admissions** .....20  
 I. Early Conditional ...  
[www.uregina.ca/compsew/training/manuals/TrainingManuals/Banner-Adobe/5X\\_Admission\\_Undergrad.pdf](http://www.uregina.ca/compsew/training/manuals/TrainingManuals/Banner-Adobe/5X_Admission_Undergrad.pdf) - [Similar pages](#)

### [PDF]TABLE OF CONTENTS

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 Page 1. 1 TABLE OF CONTENTS UNIVERSITY OF REGINA VISION, MISSION AND GOALS 2 PART I - G ENERAL I NFORMATION FOR A LL U NDERGRADUATE ...  
[www.uregina.ca/gencal/gencal2003/undergraduate\\_calendar\\_2003-2004.pdf](http://www.uregina.ca/gencal/gencal2003/undergraduate_calendar_2003-2004.pdf) - [Similar pages](#)

### [PDF]Report of Findings and Recommendations

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
 Page 1: 12701RETENTION OPPORTUNITIES ANALYSIS Report of Findings and

### Sponsored Links

#### Learn to Speak English

English language home study course from nationally accredited PCDI.  
[www.pcdi.com](http://www.pcdi.com)  
 Interest: [Interest](#)

#### Ready-to-print lessons

Photocopiable ESL lesson plans, and over 2000 ESL flashcards.  
[www.esl-images.com](http://www.esl-images.com)  
 Interest: [Interest](#)

#### English - Second Language

English as a second language at the world's largest online library.  
[www.questia.com](http://www.questia.com)  
 Interest: [Interest](#)

[See your message here...](#)

Recommendations Long Beach City College Long Beach, California ...  
 iras.lbcc.edu/research\_docs\_files/LBCCROA1201.pdf - [Similar pages](#)

**[PDF] HEALDSBURG HIGH SCHOOL 2002-2003 COURSE CATALOG**

File Format: PDF/Adobe Acrobat - [View as HTML](#)

Page 1. HEALDSBURG HIGH SCHOOL 2002-2003 COURSE CATALOG Page 2. MISSION STATEMENT Healdsburg High School is a cooperative community ...

www.hhs.husd.com/coursecatalog/2002cour.pdf - [Similar pages](#)

**Chapter V**

... **Conditional Admissions**. ... in the English proficiency exam (TOEFL) and the Test of Written English, (or MELAB) and will be required to elect appropriate **ESL** courses ...

www.ernich.edu/NCA/1990SelfStudy/chap5.html - 101k - [Cached](#) - [Similar pages](#)

**[DOC] S**

File Format: Microsoft Word 2000 - [View as HTML](#)

... tutor or consultation with the Director or Assistant Director of the Center, the Academic Skills Specialist, the **ESL** Writing Specialist ... **Conditional Admissions**. ...

web.bryant.edu/~lstclair/aacsb/6\_Students\_April\_18\_2003.doc - [Similar pages](#)

**[PDF] SWT Undergraduate Catalog 2000-2002 Academic Policies**

File Format: PDF/Adobe Acrobat - [View as HTML](#)

... Automatic grade mailers will be sent to the following groups: PAS, **Conditional Admissions**, International Students, Probation/ Suspension Students, and ...

www.txstate.edu/ACADEMICAFFAIRS/ UGCAT00-02/ACADPOLICIES.PDF - [Similar pages](#)

**[PDF] 1 ARRG**

File Format: PDF/Adobe Acrobat - [View as HTML](#)

Page 1. Section 1: Areas of Responsibilities Related to Graduate Programs  
 1 faculty of graduate studies and research | university ...

gradfile.fgsro.ualberta.ca/docs/gdmanual/manual.pdf - Oct 2, 2003 - [Similar pages](#)

**[PDF] AREAS OF RESPONSIBILITIES RELATED TO GRADUATE PROGRAMS**

File Format: PDF/Adobe Acrobat - [View as HTML](#)

Page 1. Areas of Responsibilities Related to Graduate Programs 1 faculty of graduate studies and research | university of alberta ...

gradfile.fgsro.ualberta.ca/docs/gdman.pdf - [Similar pages](#)

[ [More results from gradfile.fgsro.ualberta.ca](#) ]

**[PDF] Okaloosa-Walton Community College 2000-2001 Catalog**

File Format: PDF/Adobe Acrobat

... offered are courses specifically geared toward the Community College of the Air Force (CCAF) studies, English as a Second Language (**ESL**), General Education ...

www.owcc.cc.fl.us/catalog/archives/cat2000-01/ owcc\_catalog\_2000-2001.pdf - [Similar pages](#)

**Academic Senate Meeting Minutes - Spring, 1999**

... GUID 85 Orien for Eng As a Second Language (**ESL**) D.Louie/D ... & Requirements Policy 5020.1 - Definition of Unconditional & **Conditional Admissions** Policy 5020.2 ...

www.deltacollege.edu/org/acadsen/ old/senateminutes/spring99.html - 88k - [Cached](#) - [Similar pages](#)

**[PDF] 1 Catalog Front**

File Format: PDF/Adobe Acrobat - [View as HTML](#)

... 124 English As A Second Language (**ESL**) ....

www.mankato.msus.edu/ugbull/UGB99-00.pdf - [Similar pages](#)

**[PDF] Undergraduate Course Bulletin 2001-2002**

File Format: PDF/Adobe Acrobat - [View as HTML](#)  
... 146 English As A Second Language (ESL) ....  
[www.mankato.msus.edu/ugbull/2001files/UGB2001-02.pdf](http://www.mankato.msus.edu/ugbull/2001files/UGB2001-02.pdf) - [Similar pages](#)  
[ [More results from www.mankato.msus.edu](#) ]

[PDF][graduate catalog 2003-2005](#)  
File Format: PDF/Adobe Acrobat - [View as HTML](#)  
Page 1. graduate catalog 2003-2005 [www.newpaltz.edu/graduate](http://www.newpaltz.edu/graduate) Page 2.  
Graduate Programs and Courses School of Education Robert Michael ...  
[www.newpaltz.edu/graduate/catalog.pdf](http://www.newpaltz.edu/graduate/catalog.pdf) - [Similar pages](#)

[PDF][The State University of New Jersey Rutgers](#)  
File Format: PDF/Adobe Acrobat - [View as HTML](#)  
... to take course work in English as a Second Language (ESL). ... NOTIFICATION OF DECISIONS  
AND **CONDITIONAL ADMISSIONS** Applicants receive written notification of ...  
[www.rutgers.edu/catalogs/smlr/smlr00-02.pdf](http://www.rutgers.edu/catalogs/smlr/smlr00-02.pdf) - [Similar pages](#)

[PDF][TABLE OF CONTENTS](#)  
File Format: PDF/Adobe Acrobat - [View as HTML](#)  
Page 1. E 2000 - 2001 Office of Foreign Student Affairs Special Student  
Services Division of Student Affairs Eastern Michigan University ...  
[www.dsa.emich.edu/ois/forms/Student%20Handbook.pdf](http://www.dsa.emich.edu/ois/forms/Student%20Handbook.pdf) - [Similar pages](#)

[PDF][SJ PAT 01-04](#)  
File Format: PDF/Adobe Acrobat - [View as HTML](#)  
... number of students who exhibit college potential, but do not meet general admissions  
standards, are accepted on a "conditional" Admissions and Finances 13 ...  
[www.sjcny.edu/patchogue/artscience/catalogue/ascat.pdf](http://www.sjcny.edu/patchogue/artscience/catalogue/ascat.pdf) - [Similar pages](#)

*In order to show you the most relevant results, we have omitted some entries very similar to  
the 52 already displayed.  
If you like, you can repeat the search with the omitted results included.*



Result Page: [Previous](#) [1](#) [2](#)

esl "conditional admissions"

Google Search

[Search within results](#)

[Google Home](#) - [Advertise with Us](#) - [Business Solutions](#) - [Services & Tools](#) - [Jobs](#), [Press](#), & [Help](#)

©2003 Google

## Eastern Michigan University Undergraduate Catalog 1996-98

<a href="#">Previous</a>	<a href="#">EMU Home</a>	<a href="#">Contents</a>	<a href="#">Next</a>
--------------------------	--------------------------	--------------------------	----------------------

## Other Campus Departments and Locations

---

### The Graduate School

*Starkweather Hall*  
487-0042

Also see [Graduate Catalog](#)

The Graduate School provides advanced undergraduate students with an opportunity to enroll in selected graduate level courses provided that they meet the Graduate School's admission standards and have achieved the requisite number of undergraduate credits.

Advanced undergraduate students at Eastern Michigan University may register for 500-level graduate courses if recommended by their advisers and approved by the assistant dean of the Graduate School prior to registering for the class. Credit earned may be used to meet the requirements of the baccalaureate degree (recorded as undergraduate credit) or to apply toward a master's degree (graduate credit).

*The following regulations apply:*

1. Student applicants must have accumulated 76 hours or more of undergraduate credit and have a cumulative grade point average (GPA) of 2.50 or better in all course work completed at Eastern Michigan University.
2. Election of graduate hours as an undergraduate must be limited to the 500-level course series. Advanced undergraduates are not permitted to enroll in 600- or 700-level course series. Students must be admitted to a graduate degree program in the College of Business in order to enroll for a 500 -level business course.
3. Credit so earned may be used for only one of two purposes:
  - a. to meet the requirements of the baccalaureate degree, thus receiving undergraduate credit;
  - b. to apply toward's a master's degree, thus receiving graduate credit.
4. Permission to enroll in graduate courses as an advanced undergraduate should not prolong completion of undergraduate degree requirements.
5. The maximum number of graduate hours that can be elected as an advanced undergraduate student is 15. *Senior students who hold guest admission in the University are not eligible to enroll in graduate courses.*
6. Permission to take graduate courses does not represent admission to the Graduate School. Students desiring to continue graduate study and utilize the graduate credit earned in courses elected as an undergraduate must apply and meet all requirements for admission to the Graduate School and degree programs.

Procedures for graduate admission require the student to complete and submit the application for

### *Degree Admission Status*

Degree admission into a master's or graduate certificate program requires that the candidate meet both the Graduate School requirements (conferred bachelor's degree and at least a 2.5 GPA or 2.75 GPA in the last half of the undergraduate program) and the departmental admission requirements as stated in the Graduate Catalog. Specialist's degree admission requires a 3.3 GPA in the completed master's program.

### *Conditional Admission*

Condition 1: Curriculum Deficiencies is a conditional admission status for students who meet the degree admission requirements of the Graduate School, but have curricular deficiencies in their undergraduate program and/or other departmental standards and therefore do not meet departmental admission requirements. In such cases, special conditions noted on the departmental recommendation form must be completed prior to gaining degree admission.

Condition 2: *Senior Status* is the conditional admission granted to candidates completing an undergraduate degree at the end of the current semester and is valid for one enrollment period only. This condition is removed when the student submits an official undergraduate transcript with the baccalaureate degree posted.

Condition 3: *English as a Second Language Program* is a conditional admission status granted to international non-native speakers of English who scored below the required minimum score in the English proficiency exam (TOEFL and the Test of Written English, or MELAB) and will be required to elect appropriate ESL courses. The ESL courses are determined by the ESL program staff based on the candidate's score and a placement examination. The examination is administered by the English as a Second Language program staff at Eastern Michigan University prior to the beginning of each term.

### *Non-Degree Admission*

The purpose of graduate study at Eastern Michigan University is a planned program of study leading to an advanced degree. Students who are exploring graduate study opportunities may enroll in a non-degree status. Non-degree students may enroll under this status for any of the semesters or sessions (fall, winter, spring or summer). Students can apply to transfer from non-degree student status to degree status if they meet departmental and Graduate School requirements (see Transfer of Credit to Degree Programs from Non-Degree Student Status). Policy states that a student must complete a minimum of 10 semester hours after admission to the degree program. Subject to University policy, non-degree students can earn a graduate certificate in such programs as artificial intelligence, gerontology, quality, and state and local history.

Credits earned do not automatically apply toward a degree program but are dependent upon admission to the Graduate School, the requirements of the program, recommendation by an adviser, and the approval of the Graduate School.

*Status 1: Academic Deficiencies* is a non-degree admission status granted on the recommendation of the academic department to candidates who *do not* meet the minimum undergraduate grade point average (2.5 GPA) requirement of the Graduate School or the academic department GPA requirements, whichever is higher; and/or have graduated from a non-accredited academic institution; and/or have demonstrated the potential to perform

This Page Is Inserted by IFW Operations  
and is not a part of the Official Record

## **BEST AVAILABLE IMAGES**

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

**IMAGES ARE BEST AVAILABLE COPY.**

**As rescanning documents *will not* correct images,  
please do not report the images to the  
Image Problems Mailbox.**

# DOCUMENT RESUME

ED 131 818

DE C08 446

**AUTHOR** Larsen, Suzanne W.  
**TITLE** A Report on an Experimental Program in Conditional Admissions. Office of Institutional Research Vol. 14, No. 22.  
**INSTITUTION** Tennessee Univ., Knoxville. Office of Institutional Research.  
**PUB DATE** 19 Jun 74  
**NOTE** 14p.  
**EDRS PRICE** MF-\$0.83 HC-\$1.67 Plus Postage.  
**DESCRIPTORS** \*Academic Achievement; \*Admission Criteria; \*College Admission; \*College Freshmen; Comparative Analysis; \*Experimental Programs; Grade Point Average; \*Higher Education; Program Evaluation Summer Schools; Tables (Data)  
**IDENTIFIERS** \*University of Tennessee Knoxville

## ABSTRACT

Students who did not meet the minimal admissions standards of the University of Tennessee, Knoxville, were enrolled conditionally in the summer quarter of 1971. For these 67 students, the requirement for completion of at least 12 hours in their first quarter at the university, with a grade-point average of at least 1.00 in order to continue in the university, was changed to the completion of any number of hours with a GPA of at least 1.00. This study addresses the academic program and achievement level of the students in the experimental program through the first quarter and as of winter quarter 1974, two and one-half years later. Thirty-three percent of the group that otherwise would not have met the criteria were allowed to continue work at the university. This experimental approach apparently did not result in a large number of the group taking less than a full load of 12 hours for the summer or six hours per summer half-term. It did result in students repeating a course the second half of the summer that they did not successfully complete during the first half. (Author/LBH)

\*\*\*\*\*  
 \* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. Nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*  
 \*\*\*\*\*

ERIC

# Office of Institutional Research

Chairman: Smith  
Executive Assistant:  
to the President

Assistant Director

VOLUME XIV NUMBER 22

June 19, 1974

## REPORT ON AN EXPERIMENTAL PROGRAM IN CONDITIONAL ADMISSIONS

by

Suzanne W. Larsen

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

## A REPORT ON AN EXPERIMENTAL PROGRAM IN CONDITIONAL ADMISSIONS

In the summer quarter of 1971 a total of 67 students was admitted conditionally to The University of Tennessee, Knoxville. The requirements for conditional admission are as follows:

Must be Tennessee resident; requirements as for in-state freshmen except fails to meet either grade point average or ACT score requirement noted above. May not enter in Fall Quarter. Must complete at least 12 hours in first quarter at University with grade point average at least 1.00 to be eligible to continue (1974/1975 General Catalog/Knoxville, p. 25).

The regularly admitted student from in-state is required to have at least a 2.25 high school grade point average or an ACT composite score of at least 17.

An experimental program was undertaken for these 67 students to more closely assess the requirements for conditional admissions. The requirement for completion of at least 12 hours for the summer quarter with a GPA of at least 1.00 in order to continue in the University was changed to the completion of any number of hours with a GPA of at least 1.00. The Dean of Admissions and Records, UTK, requested that a report be generated from the resulting records of these people.

### Academic Progress of the Conditional Admissions

As presented in Table 1, 31 students successfully completed 12 hours of work with a 1.00 GPA or better while seven attempted 12 hours but were unable to attain the necessary 1.00. Of those whose records show 11 hours or less completed, 22 were successful and 7 unsuccessful in

obtaining the necessary 1.00 GPA. It is interesting to note, however, that of these 29 students, only four enrolled for the entire summer and took less than six hours per term. The remaining 25 attempted the full 12-hour load.

The group in which we were most interested for this study, then, included the 22 (31 percent) who successfully completed 11 hours or less with at least a 1.00 GPA. This group would not have been allowed to continue under the regular terms of the conditional admission. We will refer to this group as the Successful Experimental Conditional Admissions Group.

Table 2 contains information about the academic record for each of the 22 students in the Successful Experimental Conditional Admissions Group for the summer quarter of 1971. Course enrollment and the grades received by this group are presented in Table 3. Table 4 presents the cumulative academic record for each of the 22 students. Table 5 contains the cumulative academic record for the 31 students who successfully completed 12 hours or more with at least a 1.00 GPA for the summer quarter of 1971.

#### Discussion

As a result of this experimental condition for admissions, 33 percent of the group that otherwise would not have met the criteria were allowed to continue work at the University. This experimental approach did not apparently result in a large number of the group taking less than a full load of 12 hours for the summer or six hours per summer half-term. It did result in students repeating a course the second half of the

summer which they did not successfully complete the first half. English 1110 and Math 1110 included successful completions the second half of summer term following unsuccessful attempts the first half.

Nine of the 22 students in the Successful Experimental Conditional Admissions Group were enrolled winter quarter 1974. Of these nine students, seven had enrolled regularly through each academic quarter or through three of the four quarters yearly. The range of the number of hours completed by these seven students was from 34 to 93; the range of their cumulative GPA's was from 1.56 to 2.83.

The only comparison group readily available was the one which included the 31 students who successfully completed 12 hours or more with at least a 1.00 GPA. Of these 31 students, 12 (39 percent) were enrolled winter quarter 1974. The range of the number of hours completed by the 12 was from 33 to 127 and their cumulative GPA's ranged from 1.45 to 2.55. The academic records of the experimental group show only two students having a cumulative GPA higher than 2.00 and both of these were enrolled winter quarter 1974. For the comparative group (the regular conditional admissions), 11 students had a cumulative GPA greater than 2.00 and eight of these were enrolled winter quarter 1974.

Table 1

Conditional Admissions for Summer 1971  
The University of Tennessee, Knoxville

Group	Total	Number Enrolled After Summer 1971	Number Enrolled Winter Quarter 1974
Successfully completed > 12 hours	31	31	13
Successfully completed < 11 hours	22	19	
Attempted > 12 hours	(8)		
Enrolled in > 12 hours but either repeated a course, failed a course, or a combination of the above	(10)		
Enrolled in and completed 6 hours in one of the summer terms	(1)		
Enrolled in and completed 6 hours for each of the summer terms	(2)		
Unsuccessfully completed > 12 hours	7	2 <sup>a</sup>	1
Unsuccessfully completed < 11 hours	7	3 <sup>a</sup>	1
Enrolled in > 12 hours but repeated a course, failed a course, or a combination of the above	(6)		
Enrolled in < 11 hours	(1)		
<b>TOTAL</b>	<b>67</b>	<b>55</b>	<b>24</b>

Note: To be successful, a student must obtain a 1.00 GPA.

<sup>a</sup>These students transferred, raised their GPA, and transferred back to UTK.

Source: Office of Institutional Research based on transcripts from the Office of Admissions and Records.

May 23, 1974

Table 2

The Summer 1971 Academic Records of the Successful  
Experimental Conditional Admissions Group  
The University of Tennessee, Knoxville

Student and College	Grade Point Average	First Summer Term				Second Summer Term		
		Hours Completed	Hours Failed	Hours Repeated	Hours Withdrawn	Hours Completed	Hours Failed	Hours Repeated
1 B.A.	2.33	3				6		
2 B.A.	2.00	4				5		
2 H.E.	2.00	6				0		
4 H.E.	1.33	1 <sup>b</sup>	6			6		
5 L.A.	2.68	3				6		
5 B.A.	1.33	3	3			3	3	
7 H.E.	3.00	1 <sup>b</sup>				3		
6 Ed.	1.33	3	3			3		
9 Ed.	1.00	3	3			0		
10 B.A.	1.20	3	4			3	4	
11 Ed.	2.00	3	3			6		
12 B.A.	2.00	0	6			6		
13 B.A.	2.73	7				4		
14 L.A.	1.67	3	3			6		
15 Comm.	1.00	3	3			0		
16 Ed.	2.33	3	3		3	6		
17 Ed.	1.67	6				3		
18 B.A.	2.00	3	3			3		
19 Ed.	2.00	6 <sup>c</sup>						
20 L.A.	1.00	3				0		
21 B.A.	1.45	3	4			4		
22 L.A.	1.00	6					3	

<sup>a</sup>Students admitted conditionally who obtained a 1.00 GPA for however many hours they attempted.

<sup>b</sup>Pass/fail courses.

<sup>c</sup>Full-term courses.

Table 2

The Summer 1971 Academic Records of the Successful  
Experimental Conditional Admissions Group  
The University of Tennessee, Knoxville

Student	Grade Point Average	First Summer Term				Second Summer Term			
		Hours Completed	Hours Failed	Hours Repeated	Hours Withdrawn	Hours Completed	Hours Failed	Hours Repeated	Hours Withdrawn
A	2.33	3				6		3	3
A	2.00	6				0			6
A	2.00	6				0			
A	1.33	1 <sup>b</sup>	6			6			6
A	2.00	3				3	3		2
A	1.33	3	3			3			
A	3.00	1 <sup>b</sup>				3			3
A	1.33	3	3			3			6
A	1.00	3	3			0			4
A	1.20	3	3			3	4		3
A	2.00	3	3			6			6
A	2.00	0	6			6			6
A	2.73	7				4			3
A	1.67	3	3			6			3
A	1.00	3	3		3	0			6
A	2.33	3	3			6			6
A	1.67	6				3			3
A	2.00	3	3			3			6
A	2.00	6				0			
A	1.00	3				4			3
A	1.45	3	4			4	3		3
A	1.00	6							

<sup>a</sup>Students admitted conditionally who obtained a 1.00 GPA for however many hours they attempted.

<sup>b</sup>Pass/fail courses.

<sup>c</sup>Full-term courses.

Table 1

Course Enrollment and Grades Received  
Successful Experimental Conditional Admissions  
Summer 1971  
The University of Tennessee, Knoxville

Course	First Summer Term								Second Summer Term							
	Number Enrolled	A	B	C	D	F	P	W	Number Enrolled	A	B	C	D	F	P	W
English 1110	16			7	1	8			7		3	3				
English 1120									12				1	1		
Math 1110	4		1		1	2			2		1	1				
Math 1120									4							
Math 2110	2			1	1											
Math 2120									2							
Philosophy 1110	1			1												
Philosophy 1120									1				1			
Psychology 2110	4			3	1				2		1	1				
Psychology 2120									3							
Psychology 3450									1							
Home Ec 1010	2						2									
Home Mgt 1120									1				1			
Phys. Ed. 1765									1	1						
Speech 1110 (Full-Term)	1			1												
Art 1110	1			1												
Art 1130									1				1			
History 2200	2					2										
History 2220									2							
History 2210	1							1								
Geography 1710									1							
Geography 2710	2			2												
Geography 2720	1			1					2							
Geography 2730									1							

Table 3

Course Enrollment and Grades Received  
Successful Experimental Conditional Admission<sup>a</sup>  
Summer 1971  
The University of Tennessee, Knoxville

	First Summer Term							Second Summer Term								
	Number Enrolled	A	B	C	D	F	P	W	Number Enrolled	A	B	C	D	F	P	W
	16			7	1	8			7		3	3	1			
	4		1		1	2			12			1	1			10
	2			1	1				2	1	1					4
	2								4							
	1			1					2			1				1
10									1			1				
20	4			3	1				2		1	1				
10									3							3
20									1							1
30	2								1			1				
0									1	1						
0									1			1				
Full-Term,	1			1					1			1				
	1			1					1							
						2			2							2
	1						1		1			2				
0									1							
0	2			2					1							
0	1			1					2						2	
0									1			1				

Table J (continued)

Course	First Summer Term										Second Summer Term									
	Number Enrolled	A	B	C	D	E	F	G	H	I	Number Enrolled	A	B	C	D	E	F	G	H	I
Geology 1110	2					2														
Geology 1120																				
Sociology 2110	3			1		1														
Sociology 2120																				
Sociology 2130																				
Physics 1410	1			1																
Physics 1420																				

\*Students admitted conditionally who obtained a 1.00 GPA for however many hours they attended.

Source: Office of Institutional Research.

May 24, 1971

Table 3 (continued)

First Summer Term								Second Summer Term							
Number								Number							
Enrolled	A	B	C	D	F	P	W	Enrolled	A	B	C	D	F	P	W
2					2			1							
3			1	1	1			1							
1			1					1							
								1	1						

admitted conditionally who obtained a 1.00 GPA for however many hours they attempted.

Office of Institutional Research

May 24, 1974

Table 4

Additional Academic Information for  
Successful Experimental Conditional Admissions<sup>a</sup>  
The University of Tennessee, Knoxville  
as of Winter Quarter 1974

Enrolled College	Transferred to Another College	Cum. Hrs. Attempted	Cum. Hrs. Completed	Cum. GPA	Last Quarter Enrolled
1 B.A.	L.A. F '72	75.0	56.0	1.3	Su '72
2 B.A.	L.A. F '73	56.0	53.0	1.51	Su '72
3 H.E.		77.0	70.0	1.75	Su '72
4 H.E.		58.0	45.0	1.72	Su '72
5 L.A.		99.0	86.0	1.24	Su '72
6 B.A.		22.0	13.0	1.00	W '72
7 H.E.		59.0	59.0	2.81	W '72
8 Ed.		83.0	73.0	1.76	W '72
9 Ed.		18.0	9.0	1.00	W '72
10 B.A.		48.0	34.0	1.56	W '74
11 Ed.		84.0	68.0	1.69	W '74
12 B.A.	Ed. Sp '72	42.0	22.0	1.19	W '72
13 B.A.		39.0	27.0	1.36	Sp '72
14 L.A.		42.0	27.0	1.14	Sp '72
15 Comm.		16.0	3.0	.38	Sp '72
16 Ed.		22.0	16.0	1.41	F '71
17 Ed.		99.0	93.0	2.05	W '74
18 B.A.		63.0	52.0	1.68	W '73
19 Ed.		66.0	54.0	1.77	W '74
20 L.A.		3.0	3.0	1.00	Su '71
21 B.A.		11.0	7.0	1.45	Su '71
22 L.A.		9.0	6.0	1.00	Su '71

<sup>a</sup>Students admitted conditionally who obtained a 1.00 GPA for however many hours they attempted.

Source: Office of Institutional Research.

May 24, 1974

Table 5

Additional Academic Information for Students  
Meeting Regular Conditional Admissions Criteria of Success

Enrolled College	Transferred to Another College	Cum. Hrs. Attempted	Cum. Hrs. Completed	Cum. GPA	Last Quarter Enrolled
B.A.		82.0	61.0	1.45	W '74
B.A.		24.0	12.0	.88	F '71
B.A.	Ed. W '72	31.0	31.0	2.23	Sp '72
L.A.		82.0	82.0	2.40	W '74
B.A.		107.0	104.0	.9	W '74
Educ.		55.0	57.0	1.35	W '74
B.A.		42.0	39.0	1.48	Sp '74
B.A.		86.0	80.0	1.78	W '74
B.A.		43.0	37.0	1.42	Sp '72
L.A.		33.0	22.0	1.6	Sp '72
H.Ec.		38.0	34.0	1.45	W '72
B.A.		120.0	120.0	2.55	W '74
B.A.		86.0	77.0	1.83	F '73
Ag.	Unclassified Su '73	36.0	33.0	2.14	W '74
B.A.	L.A. W '72	76.0	57.0	1.76	Sp '73
Ed.	L.A. F '71	127.0	127.0	2.20	W '74
Ed.	H.Ec. F '71	72.0	69.0	2.08	W '73
B.A.		60.0	48.0	1.62	W '74
B.A.	Engr. Sp '73	96.0	96.0	1.89	W '74
Ed.	Nurs. W '73	96.0	87.0	2.01	W '74
B.A.		50.0	44.0	1.50	F '72
L.A.		15.0	15.0	1.40	F '71
Ed.		23.0	23.0	1.78	W '72
Ed.	B.A. W '72	93.0	86.0	2.15	W '73
L.A.	Ed. F '72	84.0	69.0	1.67	Su '73
B.A.	Ed. W '73	103.0	103.0	2.33	W '74
B.A.		88.0	89.0	2.15	W '74
B.A.		59.0	53.0	1.58	Sp '73
B.A.		39.0	33.0	1.79	W '72
Ed.		21.0	9.0	.71	W '72
Ed.		35.0	32.0	2.29	W '72

<sup>a</sup> Credits transferred from UTN for Su '72 and W '74 but not yet evaluated.

Source: Office of Institutional Research.

May 24, 1974

This Page Is Inserted by IFW Operations  
and is not a part of the Official Record

## **BEST AVAILABLE IMAGES**

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

**IMAGES ARE BEST AVAILABLE COPY.**

**As rescanning documents *will not* correct images,  
please do not report the images to the  
Image Problems Mailbox.**

# DOCUMENT RESUME

ED 251 137

JC 840 593

**AUTHOR** Marcotte, James  
**TITLE** Cincinnati Technical College Developmental Education Program  
**PUB DATE** Mar 84  
**NOTE** 43p. Paper presented at the Annual Conference of the National Association for Remedial/Developmental Studies in Postsecondary Education (8th, Philadelphia, PA, March 8-10, 1984).  
**PUB TYPE** Reports - Descriptive (141) -- Speeches/Conference Papers (150)  
**EDRS PRICE** MF01/PC02 Plus Postage.  
**DESCRIPTORS** Course Descriptions; \*Developmental Studies Programs; Grading; Program Descriptions; \*Remedial Mathematics; \*Remedial Reading; \*Technical Institutes; Two Year Colleges; \*Writing Instruction  
**IDENTIFIERS** \*Cincinnati Technical College OH

## ABSTRACT

Information is provided on the Developmental Education Program offered at Cincinnati Technical College for students who have been accepted conditionally into one of the health, business, or engineering career programs at the college. Sections I and II outline the rationale for and goals of the developmental education program. Section III describes the objectives of the components of the program, i.e., basic skills assessment and advisement; reading courses; communication skills courses in English grammar, basic writing, and spelling; mathematics courses; and interpersonal skills courses. After section IV outlines the program components, section V discusses the scope of service of the program, focusing on the role of various personnel and the eligibility of students who complete the developmental education program for regular programming. Finally, section VI presents program evaluation data, highlighting a 90% success rate. Attachments include brief descriptions of program courses; a statement of the grading policy for developmental education; detailed course outlines and grading policies; conditional acceptance notifications for the Health Technologies, Business Technologies, and Engineering/Physical Science Technologies Divisions; outlines of the pre-technical curricula for these divisions; and job descriptions for the director of developmental education and developmental education specialists. (LAL)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

J. Marcotte

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

ED251137

CINCINNATI TECHNICAL COLLEGE  
DEVELOPMENTAL EDUCATION PROGRAM

James Marcotte, Director  
Developmental Education

Presented at the 8th Annual Conference of the  
National Association for Remedial/Developmental  
Studies in Postsecondary Education  
Philadelphia, Pennsylvania  
March 8-10, 1984

JC 840 593

Cincinnati Technical College  
Developmental Education Program

I. Philosophy - Rationale

Individuals who have the potential to function as technicians should not be denied a technical education because of educational disadvantages. Those individuals when given the opportunity to overcome their deficiency will be able to develop their personal and academic abilities to enable them to perform satisfactorily in a technical program and ultimately a career.

II. Program Goals

The program goals are to provide the student the opportunity to improve his/her basic skills competencies in reading, math, science, communication and, additionally, to assist him/her in personal development and the development of skills which will enable him/her to make more efficient use of time and energy. The acquisition of these skills equips the student to be successful in his/her school program.

III. Component Objectives

**Basic Skills Assessment and Advisement:** Basic skills assessment and placement testing is offered on a weekly scheduled basis. An individual's basic skill level is determined in Reading comprehension, English (Grammar, Writing, and Spelling) and Math (Computational, Algebraic and Applied). Advisement is provided to assist students in the appropriate selection of sequencing and registering of courses.

**Reading:** This component allows for the student to be placed in the appropriate course(s). Four reading courses designed to allow the student

to enter at his reading level (7-12) and provide him instruction to acquire reading comprehension and speed necessary to show competency at a 12th/13th grade reading level based on standardized testing.

**Communication Skills** - English Grammar, Basic Writing, Spelling, (entrance to the appropriate course based on a standardized text.): The grammar course prepares the student with the words and language of the grammatical system of standardized English. Spelling and writing provides practice in the construction of clear, error-free sentences and paragraph organization. This sequence prepares students for easy transition into College English Composition I.

**Mathematics:** Competency based computational, algebraic, and applied math courses to provide students the skills to enter and successfully complete the college math program.

**Interpersonal skills** - College study skills: Special attention is given to the development of positive attitudes toward good study habits and self-improvement.

#### IV. Developmental Education Program

C.T.C. has operated a formal Developmental Education Program since 1976. The program which is now in operation all five terms includes the following components:

1. Developmental Education Placement Testing in Reading, Mathematics, and Writing.
2. Formal courses in the following areas (most courses are individualized, competency based and self-paced):
  - a) Reading
  - b) Mathematics (arithmetic through pre-technical math)
  - c) Basic Science (chemistry, Biology, Basic Medical Terminology)
  - d) Spelling
  - e) Basic Writing Skills and Grammar

- f) Study Skills
- g) Career and Interpersonal Development

3. Peer tutoring in basic subjects.

4. Learning laboratory materials in a variety of subjects.

#### V. Scope of Service

Students in this program have been conditionally accepted into one of the health, business or engineering career programs at UTC. These students are accepted into the program under the conditions stated in the attached agreements (attachment A1-HT, A2-BE, A3-ENG). The Developmental Education Placement Test results (attachment B) are analyzed and the D.E. Advisor recommends entry level courses for each student. The D.E. Advisor assists students in registering for courses during the first term and each thereafter based on their progress. The advisor is also responsible for coordinating communication with the developmental education faculty and the technical program coordinators. The students will progress at their own rate through courses in the Pre-Technical Programs (attachment C1-HT, C2-BU, C3-ENG). Students who do not achieve at least a 7th grade reading level on the Stanford Diagnostic Reading Test are not eligible to enter the pre-tech program. Students in this category are referred to an Adult Basic Education or similar program. A Developmental Education Counselor assists students with their personal needs and assists in organizing access route to community service to help alleviate personal and family problems. A counselor also team teaches along with the Developmental Education faculty in Interpersonal Communication and Interpersonal Development.

Students who complete the Pre-Technical Program successfully in four consecutive terms or 168 are eligible to begin courses in the regular technical program. We advise them to take a lighter load (12-15 credit hours) during their first year in a regular program. Such an arrangement might

be accomplished by the student taking primarily basic and general courses for the first year and technical courses thereafter. The resulting program will typically require 2-4 years to complete the normal one-year certificate or two year associate degree program, however, it is more likely to result in successful completion of the program.

In addition we serve many non-matriculated students. Most are sent by other institutions i.e., nursing schools, employee training programs to help upgrade the individual's basic skills before entering their training program.

#### VI. Program Evaluation

Studies of past students show that of those students who enroll in a Developmental Education course and see it through to completion, 90% will be successful in passing. Of that 90% who go on to take the next regular college credit courses 90% again will be successful.

There is not a current longitudinal study tracking students from their first D.E. courses to graduation. We are in the process of developing such a study which should be completed by June 1985.

A group for which a study has been completed is a special funded CETA/JTPA parallel pre-tech program. The students in the program were no different than the average D.E. student at C.T.C. These students who have entered their technology have a combined average grade point of 2.46 on a 4 point scale with an average of 45 quarter hours completed. There are currently nine students graduated with approximately twenty more graduating by September 1985. The graduation success rate is approximately 25%. The overall graduation rate for traditional full-time matriculants is approximately the same with or without Developmental Education.

I am willing to supply further information and answer questions concerning the Developmental Education program at Cincinnati Technical College.

# CINCINNATI TECHNICAL COLLEGE



**Credit  
Hours**

- 0001 English Grammar**  
This course deals with the words and language of the grammatical system of standard English. Correct usage is stressed. Prerequisite: None. **4**
- 0002 College Spelling**  
An individualized spelling improvement program. Uses multisensory approach to develop desirable spelling attitudes and habits. Also stresses word analysis and proofreading. Prerequisite: None. **4**
- 0003 Basic Writing 1**  
After an analysis of strengths and weaknesses in writing, student is given instruction and practice in the construction of clear error-free sentences and messages. Prerequisites: 0001 or equivalent. **4**
- 0004 Basic Writing 2**  
Emphasized paragraph organization and transitional devices in longer composition; punctuation. Prerequisite: 0003 or equivalent. **4**
- 0010 College Reading 1**  
Instruction and practice to develop flexibility in reading, improve vocabulary, sharpen comprehension. Diagnostic and prescriptive testing; individualized; multi-media. Prerequisite: Entry 7.0 - 7.9 Grade Level-Comprehension. **4**
- 0011 College Reading 2**  
Continuation of 0010. Recommended for students needing further improvement in Reading skills. Prerequisite: Entry 8.0 - 8.9 Grade Level-Comprehension. **4**
- 0012 Technical Reading 1**  
Develops skills and vocabulary needed to succeed in a particular technology through an individualized curriculum drawn from the reading required. Emphasizes purposeful reading. Prerequisite: Entry 9.0 - 9.9 Grade Level-Comprehension. **4**
- 0013 Technical Reading 2**  
Continuation of 0012. Recommended for students needing further instruction and practice. Emphasizes finding information and following written directions. Prerequisite: Entry 10.0 - 10.9 Grade Level-Comprehension. **4**
- 0014 College Study Skills**  
A comprehensive course for the student who would like to get the most out of his or her courses. Attention is given to the development of positive attitudes toward good study habits and self-improvement of basic study skills (such as notetaking, memory, preparing for examinations). Individualized. Prerequisite: None. **4**

		Credit Hours
0017	<u>Speed Reading</u> This course is designed to help readers increase their reading efficiency. This course will increase recall, and eliminate inefficient reading habits while improving speed, comprehension, and memory. Speed reading offers specific techniques to help readers process written materials quickly while extracting essential information. This course uses several approaches: processing skill development, to improve speed and comprehension.	4
0020	<u>Basic Math 1</u> Individualized instruction and practice in the fundamental skills of mathematics. Assignments for each student are determined by diagnostic test. Topics available: whole numbers and related operations; primes; composites; factoring; common fractions; decimals; percent. Prerequisite: None.	4
0021	<u>Basic Math 2</u> Continuation of 0020. Recommended for students needing further instruction and practice in computation and application. Prerequisite: 0020 or equivalent.	4
0023	<u>Basic Geometry</u> Individualized instruction in basic concepts of Geometry. Focuses on the study of the measurement and relationships of lines, angles, plane (flat) figures, and solid figures. Included is the study of angles, triangles, perpendicular lines, tangents, and the study of distance, area, and volume.	4
0024	<u>Basic Algebra</u> Fundamental operations and properties of signed numbers. Operations with algebraic expressions. Real numbers--rational and irrational numbers. Practical expressions; solving equations--first degree and quadratic graphing. Employs a coordinated audiotape and workbook approach. Prerequisite: None.	4
0025	<u>Basic Algebra II</u> Quick review of Basic Algebra I and develops further algebraic skills including solving systems of equations, practical expressions, quadratics, exponential functions, and logarithms. Prerequisite: Basic Algebra I.	4
0030	<u>Basic Concepts of Biology</u> A survey of the study of life processes. Included: terminology; basic principles of biology; laboratory experiences.	4
0040	<u>Interpersonal Development</u> Focuses on the development of the total person; develops an awareness of the personal skills needed to succeed in college and of those habits which inhibit success; each student plans and implements a workable schedule for self. Prerequisite: None.	4



## GRADING POLICY FOR DEVELOPMENTAL EDUCATION

Developmental Education at Cincinnati Technical College is a program designed to help students to develop the academic skills necessary for success in college work.

Minimum competency levels have been established for each course. Instructors will give the students the specific requirements for each of the letter grades below at the beginning of each term. It is understood that the specific requirements for each course will not be the same, however, the general definition of each of the letter grades will be uniform.

There are 5 letter grades: A, B, IP, F, and I. Only the A and B grades are passing. IP means "in progress," and requires that the student finish the course requirements the following quarter in order to receive credit for the course.

The I grade means "incomplete," and is given only when circumstances beyond the control of the student prevent completion of requirements during the quarter. The student must complete the course requirements by the end of the 5th week of the next quarter in order to change the I to a passing grade. Otherwise, a final grade of F is automatically recorded.

Required To

Week 11 n

Week 2 Pa  
te

Pa  
Pa

Pa  
Pa

Pa  
Pa

Pa  
Pa

Pa  
Pa

Pa  
Pa

Week 10 Pa  
Pa

GRADING

Quizzes  
Mid-term exam  
Final exam

180-200 points

150-179 points

100-149 points

below 100 points

### COURSE OUTLINE - ENGLISH GRAMMAR 0001

Required Text: Words: Form and Function by Pauline Saelin and Philip T. Clayton

- Week 1: Introduction to course and pretesting. Pages 1-20 of text.
- Week 2: Pages 21-37 of text. The present tense of verbs. Conjugation in the present tense. Principal parts: be to cost. Quiz 1.
- Week 3: Pages 37-59 of text. Present, past, and future verb tenses. Conjugation in the past and future tenses. Principal parts: cut to freeze. Quiz 2.
- Week 4: Pages 59-74 of text. Progressive and perfect verb tenses. Principal parts: get to let. Quiz 3.
- Week 5: Pages 74-103 of text. Review. Practice mid-term. Mid-term examination.
- Week 6: Pages 103-124 of text. Standard usage of problem verbs. Nouns (including possessive forms). Principal parts: lie or shrink. Quiz 4.
- Week 7: Pages 125-150 of text. Pronouns (agreement and case). Subject/verb agreement. Principal parts: shut to steal. Quiz 5.
- Week 8: Pages 151-178 of text. Adjectives, adverbs, and prepositions. Clarification of adjective/adverb confusion. Principal parts: stick to write. Quiz 6.
- Week 9: Pages 179-191 of text. Conjunctions and interjections. Review. Final Exam.
- Week 10: Pages 193-207 of text. Verbals (infinitives, participles and gerunds). Handout on "Verbals" and "Modifiers."

### GRADING SCALE

Quizzes (20 points each)	= 120 points
Mid-term exam	= 35 points
Final exam	= 45 points
Total	200 points

- 180-200 points = Grade of A
- 160-179 points = Grade of B
- 100-159 points = Grade of IP
- Below 100 points = Grade of F



#### ENGLISH COURSES

Of course you have the option of participating in all classes, and of taking all quizzes and tests. Otherwise, you must do the following:

- 1) Retake any quiz on which you received a score below 17.
- 2) Retake the midterm and final exams.

Dates on which quizzes and tests may be taken will be posted in the vicinity of Debbie Greenlee's desk on the Mezzanine. Should you elect to participate in classwork also, plan on taking quizzes and tests with the class you attend. Regardless of the option you select, you will receive a passing grade if your final point total is equal to or greater than 160.

## 0002 College Spelling-Course Outline

**Required Books:** Mastering Word Skills: Spelling, Kingsley and Haffner  
American Heritage Dictionary

### Week 1

Course Introduction  
Chapter 1-IE EI Combinations  
Whole Word Study Method-6 Minutes a Day  
Posttest Monday of Week 2

### Week 2

Chapter 2-More IE EI Combinations  
How to Proofread and Use Correction Symbols  
Posttest Monday of Week 3

### Week 3

Chapter 3-Final C's and Homophones  
Using the Dictionary/Syllabication  
Posttest Monday of Week 4

### Week 4

Chapter 4-Final Y's and Final CE's and GE's  
Identifying Prefixes, Root Words and Suffixes  
Posttest Monday of Week 5

### Week 5

Midterm Review  
Midterm Exam Monday of Week 6

### Week 6

Chapter 5-Doubled Final Consonants and Homophones  
Twelve Troublesome Homophones  
Posttest Monday of Week 7

### Week 7

Chapter 6-More Doubled Final Consonants and Final L's  
Syllabication and Accent  
Posttest Monday of Week 8

### Week 8

Chapter 7-More Final E's and Final Y's  
Test Monday of Week 9

### Week 9

Chapter 8-Possessives and Contractions  
Posttest Monday of Week 10

### Week 10

Final Review  
Final Exam Wednesday of Week 10

# REQUIREMENTS FOR 0602 COLLEGE SPELLING

## Grading Point System

<u>Tests &amp; Exams</u>	<u>Maximum Points</u>	<u>Maximum Total</u>
3 Porttests	10 each	30
Midterm	20	20
Final	25	25

Maximum Possible Points	125
Minimum Points for Grade of B or Above	100
Minimum Points for IP Grade	63

## Activities

Textbook Chapter Activities	10 pts/week	100 pts.
Dictations	Minimum points for grade of B or above .....	80
Prereadings		
Others	Minimum points for IP Grade	50

## Other Requirements

1. A minimum of 80% attendance is required for passing.
2. Each student may make up no more than 3 tests and exams.
3. All make up tests and exams must be taken within 2 weeks of the original.
4. All make up tests and exams will be given one day a week, at a time agreed upon by the class at the beginning of the term. Otherwise by appointment.

Basic Writing 0003 - Course Outline

Text: Write Anyway by G.A. Davis

Week 1: Course introduction and pre-testing. Pp. 1-13 of text  
Writing Sample due (5 points).

Week 2: Introduction to paragraphs, pp. 153-158 (Section Six)  
of text. Definition paragraph due (5 points).  
Section One "They're Just Words," pp. 14-25 of text.

Week 3: Paragraph function and structure (development),  
pp. 159-165 (Practice 111) of text. Definition paragraph  
due (5 points). Beginning of Section Two "Phrases,"  
pp. 26-39 of text (ending with the sub-heading "Infinitives").

Week 4: Completion of Section Two "Phrases," pp. 39-48 of text.  
Completion of Section Six "Paragraphs," pp. 165-173 of  
text. Cause-effect paragraph due (5 points).

Week 5: Section Three "Clauses," pp. 49-58 of text. Comparison/  
Contrast paragraph due (5 points). Midterm exam (60 items,  
30 points) covering:

- A. Confused and Misused Words (homonyms)
- B. Identification of Phrases (prepositional,  
participial, infinitive, and gerund)
- C. Distinguishing phrases, subordinate clauses,  
and main clauses
- D. Sentence Combining - Subordination

Week 6: Introduction of Journals, p. 174 of text. Introduction  
of Essays, p. 184 of text. First journal due (5 points).  
First essay due (5 points). Section Four "Sentences,"  
pp. 59-73 of text (covering Sentence Patterns).

Week 7: Content, purpose, and structure of Journals and Essays,  
pp. 175-186 of text. Section Four "Sentences," pp. 74-92  
of text (covering Sentence Types). Second journal due  
(5 points). Second essay due (5 points).

Week 8: Sentence Combining (Section Four "Sentences"), pp. 93-103  
of text. Sentence Fragments and Run-Ons, pp. 104-114  
of text. Third journal due (5 points). Third essay due  
(5 points).

Basic Writing 0003 - Course Outline

Week 9: Section Five "Modifiers," pp. 115-152 of text. Essay practice exercises, pp. 187-209 of text. Fourth journal due (5 points). Fourth essay due (5 points). Final examination (90 items, 45 points) covering:

- A. Sentence Patterns
- B. Sentence Types
- C. Punctuation in complex and compound sentences
- D. Sentence Combining (Subordination and Coordination)
- E. Distinguishing correct sentences, fragments, and run-on sentences

Week 10: Fifth journal due (5 points). Fifth essay due (5 points). Individual conferences.



## IP REQUIREMENTS

### BASIC WRITING:

You have the option of participating in all classes, and of writing all essays and taking tests. Otherwise, you must complete these requirements:

- 1) retake midterm and final exams.
- 2) rewrite any essay that did not receive a score of 4 or 5 points.

In order to receive a passing grade, your total points must be equal to or greater than 135.

# College Reading I and II (0010 and 0011) Course Outline

**Required Books:** Reading for Results, Fleming (textbook)  
The American Heritage Dictionary (paperback)  
 Supplementary Book (to be announced)

## Week 1

Course Introduction  
 Pretesting : D.R.P. and Informal Reading Inventory

## Week 2

Reading Efficiency - Clustering and Perception Span Exercises and begin Timed Readings  
 Introduction to the Lab  
 Begin Chapter 2, Defining the Terms General and Specific (selected exercises).

## Week 3

Complete Chapter 2  
 Chapter 3, Finding Topic and Main Idea (selected exercises)  
 Perception Span and Timed Reading

## Week 4

Introduce Supplementary Book  
 Chapter 1, Building Your Vocabulary

## Week 5

Review and Reinforcement  
 Test Taking Skills  
 Midterm - Davis Reading Test  
 Timed Reading

## Week 6

Supplementary Book Discussion  
 Chapter 6, Identifying Types of Paragraphs

## Week 7

Supplementary Book Discussion  
 Chapter 7, Reading an Essay (selected exercises)  
 Begin Chapter 8, Reading a Textbook

## Week 8

Supplementary Book Test  
 Complete Chapter 8  
 Begin Chapter 9, Critical Reading

## Week 9

Complete Chapter 9  
 Final Exam - D.R.P.  
 D.A.T. Verbal Reasoning Test

## Week 10

Conferences

## TECHNICAL READING I & II (0012 & 0013) COURSE OUTLINE

REQUIRED BOOKS: Breaking Through, Brenda Smith (textbook)  
The American Heritage Dictionary (paperback)  
Supplementary Book (to be assigned)

### Week 1 -

Course Introduction  
Pretesting - D.R.P. and Informal Reading Inventory  
Textbook Chapters 1 and 2, Expectations, and Motivation and Anticipation

### Week 2 -

Introduction to the Lab  
Textbook Chapter 7, Efficient Reading  
Perception Span Exercises

### Week 3 -

Textbook Chapter 5, Main Points and Details  
Timed Readings  
Introduce Supplementary Book

### Week 4 -

Textbook Chapter 3, Vocabulary  
Discussion of Supplementary Book  
Timed Readings

### Week 5 -

Supplementary Book Discussion  
Review and Reinforcement  
Test Taking Skills  
Midterm - Davis Reading Test (Friday)

### Week 6 -

Combine Textbook Chapter 4, Textbook Organization  
and Chapter 6, Outlining and Notetaking  
Supplementary Book Discussion

### Week 7 -

Supplementary Book Test  
Begin Textbook Chapter 8, Analytical Reasoning

### Week 8 -

Complete Textbook Chapter 8  
Begin Textbook Chapter 9, Inferences



## IF READING COURSE REQUIREMENTS

### Grading System

The minimum requirements for IF Reading will be based on the following point system.

#### Class Activities (3 days/week)

	<u>Totals</u>
- 8 Vocabulary assignments (1 per week) 3 pts. each	= 25 pts.
- 8 Comprehensions (1 per week) 6 pts. each	= 50 pts.
- 1 Novel and Test	= 25 pts.
	<hr/>
	100 pts.

#### Independent Lab Activities (2 days/week on library mezzanine)

- <u>Reading: the Art of Getting the Message</u> - 5 lessons at 5 pts. each	= 25 pts.
- <u>Controlled Reading</u> - 5 lessons at 5 pts. each	= 25 pts.
- <u>Reading for Understanding</u> - 5 cards at 5 pts. each	= 25 pts.
- <u>Analogies</u> - 8 packets at 3 pts. each	= 25 pts.
	<hr/>
	100 pts.

Maximum Course Total 200 pts.

Minimum Total for Passing 160 pts.

### Course Policies

1. All students must earn a minimum of 160 pts. to pass the course. Students who score below 160 pts may not take the Degree of Reading Power Test, the final exam.
2. Weekly assignments will generally be due on Monday. Points for weekly assignments will be totaled on Monday.
3. A minimum of 80% attendance is required for passing.
4. All work must meet the following requirements before earning any points:
  - a. It must be complete.
  - b. All exercises from Controlled Reading, Analogies, R.F.U., and Reading: the Art of Getting the Message must be corrected and kept in your folder in the library.
  - c. All late assignments will lose 20% of their point value before grading.
  - d. Assignments and book tests will not be accepted more than 5 days late.
  - e. Book tests must receive passing grades (60% or better).

## PLACEMENT AND GRADING POLICY

for

### READING COURSES

If a student is not appropriately placed in a course or section, developmental education instructors have extra time to do so.

Add/Drops must be turned in to DE office by see posted date

Reading instructors please note

#### Entering Grade Level Comprehension

7.0 - 7.9 0010

8.0 - 8.9 0011

9.0 - 9.9 0012

10.0 - 10.9 0013

It is especially important that a student be correctly placed because of our very firm grading policy as noted:

#### Exit Grade Level Comprehension

A

B

0010 9.5 9.0

0011 10.5 10.0

0012 11.5 11.0

0013 12.5 12.0

For "I" and "IP" grades see "Grading Policy for Developmental Education"

College Reading I & II  
Technical Reading I & II

INDEPENDENT READING REQUIREMENTS

--Come in to the library on your assigned two days a week and complete the following by the end of the quarter.

1. Specific Skills Booklets:

Getting the Main Idea	-10 units
Drawing Conclusions	-10 units
Using the Context	-10 units
Detecting the Sequence	-10 units
  2. Analogies: Recognizing Word Relationships

-0010 and 0011 use Intermediate level	-20 units (3 units/week)
-0012 and 0013 use Advanced level	
  3. Reading Drills for Speed and Comprehension

	-6 lessons
--	------------
  4. Controlled Reading

	-6 lessons
--	------------
- To Receive Credit for the work, you are required to properly correct and record it weekly, and to keep it in your folder at all times.
- You may complete these requirements in any order you choose. All work must be completed, corrected and in your folder in the library by Thursday of the 9th week.

0020 Basic Math

Text: Basic Arithmetic

The textbook selected for this course is designed with a format that is a self-paced worktext. It allows you to work and proceed at your own rate. The text is supplemented with audio cassettes to use if you choose.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any questions no matter how small you feel it is.

Required Units

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.

The units circled above are your course. These units were determined by the problems you missed on the Developmental Education Placement test. The course is completed when you score an 80 percent or better on each of your required unit tests.

GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. Review exercises (with work shown) must be completed and turned in before taking each unit test.
3. Students are not permitted to use calculators on tests.
4. All tests must be taken at the designated table.
5. Test must be taken during your class time. No tests will be handed out during the last 20 minutes of class.
6. Students must receive an 80 percent or better on each unit test before moving on to the next unit.
7. Supplementary problems will be assigned if you score below 80 percent on a unit test.
8. If you score below an 80 percent on a unit test, you will need to retake that test using another form.
9. The final grade is determined by the following:
  - "A" - Average of 90% - 100% on the unit tests
  - "B" - Average of 80% - 89% on the unit tests
  - "IP" - Completed at least 4 of your required units with an 80% or better on each unit and maintained an 80% attendance record (no more than 9 unexcused

"F" - Did not complete 1 of your required units or did not maintain an 80% attendance record.

10. Post tests will be given after you complete the course. The results will be sent to your coordinator and will not affect your grade in this course.

DE-5/83

## 0024 Basic Algebra I

### Text: Introductory Algebra

The work text selected for this course uses a format that is self-paced. It allows you to work and proceed at your own rate. The text is supplemented with audio and video cassettes.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

Material to be covered on each test:

<u>Test</u>	<u>Material Covered</u>
1	Unit 1
2	Unit 2
3	Unit 3 and sections 11.1 and 11.2
4	Unit 4 and section 5.8
5	Unit 5 and section 10.2 (Skip 5.1 and the optional factoring on p. 216 and 5.6)
6	Sections 6.1, 6.2, 6.3, and section 10.9
7	Unit 7 (skip 7.4)

### GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. "Test or Review" exercises (with work shown) must be completed and turned in before taking each unit test. These exercises are found at the end of every unit.
3. Students are not permitted to use calculators on tests.
4. All tests must be taken at the designated table.
5. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.
6. Students must receive an 80 percent or better on each test before moving on to the next unit.
7. Extension Exercises will be assigned if you score below 80 percent on a test.
8. If you score below an 80 percent on a test you will need to retake that test in another form.
9. The course is completed when you score an 80 percent or better on each of your required tests. The final grade is determined by the following:
  - "A" - Average of 90% - 100% on the tests
  - "B" - Average of 80% - 89% on the tests
  - "C" - Completed at least 4 of your required units with an 80% or better on each unit and maintained an attendance record.  
(This includes all exercises)
  - "D" - Did not complete 4 of your required units or did not maintain an 80% attendance record.

## 0025 Basic Algebra II

Text: Intermediate Algebra

The work text selected for this course uses a format that is self-paced. It allows you to work and proceed at your own rate. The text is supplemented with audio and video cassettes to use if you choose.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

Material to be covered on each test:

<u>Test</u>	<u>Material Covered</u>
1	Unit 1
2	Unit 2
3	Unit 3 (skip 3.4, 3.5, 3.6, 3.7, 3.8)
4	Unit 4 (Skip 4.7)
5	Handout
6	Handout
7	Handout
8	Unit 9 (skip 9.5)
9	Unit 10

### GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. "Test or Review" exercises (with work shown) must be completed and turned in before taking each unit test. These exercises are found at the end of every unit.
3. Students are not permitted to use calculators on tests.
4. All tests must be taken at the designated table.
5. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.
6. Students must receive an 80 percent or better on each test before moving on to the next unit.
7. Extension Exercises will be assigned if you score below 80 percent on a test.
8. If you score below an 80 percent on a test you will need to retake that test another form.
9. The course is completed when you score an 80 percent or better on each of your required tests. The final grade is determined by the following:
  - "A" - Average of 90% - 100% on the tests
  - "B" - Average of 80% - 89% on the tests
  - "IP" - Completed at least 5 of your required units with an 80% or better on each unit and maintained an 80% attendance record (This includes all absences)
  - "F" - Did not complete 5 of your required units or did not maintain an 80% attendance record.
10. Post tests will be given after you complete the course. The results will be sent to your coordinator and will not affect your grade in this course.

## BASIC GEOMETRY

### Text: NUMBER POWER

The text book selected for this course is designed with a format that is a self-paced work text. It allows you to work and proceed at your own rate.

The first part of the book, BUILDING NUMBER POWER, provides step-by-step instruction in the fundamentals of geometry. This part is divided into four chapters. Each chapter begins with a skills inventory to help identify geometric skills you need work on. Each chapter ends with a final skills inventory to check your progress on newly acquired skills.

The second part of the book, USING NUMBER POWER, will give you a chance to apply geometric skills in more detail. These applications are fun and are examples of the use of geometry in everyday life.

To get the most out of your work, do each problem carefully and check each answer to make sure you are working accurately.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

### GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. "Final Skills Inventory" at the end of the unit, (with work shown) must be completed and turned in before taking each unit test.
3. Students are not permitted to use calculators on tests.
4. Students will need a protractor and will be expected to know the formulas given in the book.
5. All tests must be taken at the designated table.
6. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.
7. Students must receive an 80 percent or better on each unit test before moving on to the next unit.
8. "Inventory" at beginning of unit, will be assigned if you score below 80 percent on a unit test.

1. If you receive an 80 percent on a unit test, you will need to receive another 80 percent on another form.

2. The final grade is determined by the following:

- 1A. Average of 80% - 100% on the unit tests
- 1B. Average of 80% - 89% on the unit tests
- 2A. Completed at least 3 of your required units with an 80% or better on each unit and maintained an 80% attendance record.
- 2B. Did not complete at least 3 of your required units and did not maintain an 80% attendance record.

DE-4-2-64

Attachment A1-HT

Cincinnati Technical College

\*\*\*\*

Health Technologies Division  
Pre-Technical Conditional Acceptance

Student's Name

SS#

Program

Date

Student's Address

Telephone #

You are being conditionally accepted into the \_\_\_\_\_ program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular technical program. It is important for you to clearly understand the following:

Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.

You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by successfully completing courses 0001, 0002, 0003, 0013, 0024, 0030, 1150, and 2200.

If you do not successfully complete the pre-technical program by the end of the 3 terms for a full-time student, you will not have met the conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.

The Pre-technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

Coordinator/Advisor's Signature

Date

I have read the following and understand the conditions under which I am being accepted.

Student's Signature

Date

White Copy - - - Student's File  
Yellow Copy - - - DE Office  
Pink Copy - - - Coordinator/Advisor  
Goldenrod copy - - Student

Attachment A2-BU

Cincinnati Technical College

\*\*\*\*\*

Business Technologies Division  
Pre-technical Conditional Acceptance

\_\_\_\_\_  
Student's Name                      SS#                      Program                      Date

\_\_\_\_\_  
Student's Address

\_\_\_\_\_  
Telephone #

You are being conditionally accepted into the \_\_\_\_\_ program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular technical program. It is important for you to clearly understand the following:

1. Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.
2. You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by successfully completing courses 0001, 0002, 0003, 0013, 0024 and 1120.
3. If you do not successfully complete the pre-technical program by the end of 3 terms for a full-time student, you will not have met conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.
4. The Pre-Technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

\_\_\_\_\_  
Coordinator/Advisor's Signature

\_\_\_\_\_  
Date

I have read the following and understand the conditions under which I am being accepted.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

White copy - - - Student's file  
Yellow copy - - - DE office  
Pink copy - - - Coordinator/Advisor  
Goldenrod copy - - Student

Attachment A3-EN/BS

Cincinnati Technical College

\*\*\*\*

Engineering/Physical Science Technologies Division  
Pre-Technical Conditional Acceptance

Student's Name	SS#	Program	Date
Student's Address			Telephone #

You are being conditionally accepted into the \_\_\_\_\_ program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular program. It is important for you to clearly understand the following:

Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.

You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by successfully completing courses 0001, 0002, 0003, 0013, 0024, 1170, and 2770.

If you do not successfully complete the pre-technical program by the end of 3 terms for a full-time student, you will not have met the conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.

The Pre-Technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

\_\_\_\_\_  
Coordinator/Advisor's Signature

\_\_\_\_\_  
Date

I have read the following and understand the conditions under which I am being accepted.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

White copy - - - Student's file  
Yellow copy - - - DE Office  
Pink copy - - - Coordinator/Advisor  
Gold nrod copy - - Student

## DEVELOPMENTAL EDUCATION

Name \_\_\_\_\_ Referred for testing by: \_\_\_\_\_  
 Address \_\_\_\_\_ Coordinator \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Or \_\_\_\_\_  
 Date \_\_\_\_\_ Program \_\_\_\_\_

this the first time you have taken DE Placement Tests at CTC? Yes \_\_\_\_\_ No \_\_\_\_\_ (Check One)

STS RESULTS	COURSE RECOMMENDED	ENTER LEVEL	EXIT LEVEL
READING	Adult Basic Ed. (See attached)		B A
	0010 College Read 1 . . . . .	7.0 - 7.9	9.0 - 9.5
	0011 College Read 2 . . . . .	8.0 - 8.9	10.0 - 10.5
	0012 Technical Read 1 . . . . .	9.0 - 9.9	11.0 - 11.5
	0013 Technical Read 2 . . . . .	10.0 - 10.9	12.0 - 12.5
Grade Level	Above 11.5 Reading not Recommended		

## MATH

	0020 Basic Math	
	0024 Basic Algebra	
Score	1120 Intro to Business Math	1121 Business Mathematics
	1150 Intro to Health Math	
	1170 Intro to Technical Math	1171 Technical Mathematics

## GRAMMAR

	0001 English Grammar	
	0003 Basic Writing	
Score	1001 English Composition I	
	1002 English Composition II	

## SPELLING

	0002 College Spelling	
	Not Required	
Score		

## ADDITIONAL DEVELOPMENTAL EDUCATION COURSES

0014 College Study Skills	0036 Basic Concepts Medical Terminology
0030 Basic Concepts Biology	0042 Interpersonal Skills

Copies to:

White - Coordinator  
 Yellow - Student  
 Pink - Developmental Education  
 Gold - Student Records

Attachment C1-MT

CINCINNATI TECHNICAL COLLEGE

HEALTH TECHNOLOGIES DIVISION

PRE-TECHNICAL CURRICULUM

A program developed in conjunction with Developmental Education for students accepted conditionally

Term 1

*00--	Reading Skills	3/2/4
0042	Interpersonal Skills	3/2/4
*00--	Developmental Math	3/2/4
*000-	Grammar or Writing	3/2/4
0051	Health Pre-Technical Orientation I	1/0/1
		TOTAL 17 Credits

Term 2

0030	Basic Concepts Biology	3/2/4
*00--	Reading Skills	3/2/4
*0024	Basic Algebra	3/2/4
*000-	Grammar or Writing or Spelling	3/2/4
		TOTAL 17 Credits

Term 3

0014	College Study Skills	3/2/4
1150	Health Math	3/2/4
*000-	Grammar or Writing or Spelling	3/2/4
2200	Basic Chemistry	3/2/4
		TOTAL 16 Credits

\*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

\*\*A student opting for MLT, RT, or a DT program may be required to take Math 0025.

Attachment C2-BU

CINCINNATI TECHNICAL COLLEGE

BUSINESS TECHNOLOGIES DIVISION  
PRE-TECHNICAL CURRICULUM

A program developed in conjunction with Developmental Education for students accepted conditionally.

Term 1

*00--	Reading Skills	3/2/4	
0042	Interpersonal Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000-	Grammar or Writing	3/2/4	
0050	Business & Technical Orientation	1/0/1	
			TOTAL 17 Credits

Term 2

*00--	Reading Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
3001	Typing I	3/0/3	
			TOTAL 15 Credits

Term 3

0014	College Study Skills	3/2/4	
1120	Business Math	3/2/4	
00--	Reading Skills	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
			TOTAL 16 Credits

\*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

Attachment C3-EN/PS

CINCINNATI TECHNICAL COLLEGE

ENGINEERING/PHYSICAL SCIENCE TECHNOLOGIES DIVISION

PRE-TECHNICAL CURRICULUM

A program developed in conjunction with Developmental Education for students accepted conditionally.

Term 1

*00--	Reading Skills	3/2/4	
0042	Interpersonal Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000-	Grammar or Writing	3/2/4	
0055	Engineering/Physical Science		
	Pre-Technical Orientation I	1/0/1	TOTAL CREDITS 15

Term 2

*00--	Reading Skills	3/2/4	
0024	Basic Algebra	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
2270	Intro. to Physics	2/3/3	
			TOTAL CREDITS 15

Term 3

0914	College Study Skills	3/2/4	
1170	Engineering Math	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/1	
**70--	Engineering Drawing I	2/4/3	
			TOTAL CREDITS 15

\*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

\*\*Sequence of courses needed will be determined by the technology chosen.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Director of Developmental Education

REPORTS TO: Dean of Health Technologies

POSITIONS: Developmental Education Staff  
SUPERVISED: Student Tutorial Staff

BROAD FUNCTION:

Coordinate existing Developmental Education programs and establish additional developmental programs as appropriate for the needs of the student population.

RESPONSIBILITIES AND DUTIES:

1. Maintain and improve the Developmental Education program.
2. Identify, through appropriate procedures, the students who may be included in the Developmental Education program(s).
3. Discuss with staff and students the planning of appropriate programs for skills development and the assessment of student progress.
4. Work with the Dean to devise applicable schedules for effecting special programs.
5. Maintain and expand an inventory of existing and needed materials for Developmental Education in collaboration with the Director of Learning Resource Center.
6. Plan, collect and analyze program data in conjunction with appropriate offices.
7. Coordinate Developmental Education staff in the Learning Resource Center.
8. Work with faculty in utilization of available materials.
9. Provide a program for orientation of students in Developmental Education.
10. Organize and coordinate a comprehensive tutorial service.
11. Refer students with special needs/problems -- physical, psychological, economic -- to Student Support Services personnel and work in cooperation to alleviate those problems.
12. Construct the Developmental Education budget in collaboration with the Dean.

13. Establish evaluation procedures for the Developmental Education Program.
14. Instruct up to 4 class sections per year.
15. Other duties as assigned.

#### **RELATIONSHIPS AND CONTACTS**

##### **Internal**

Contact with Faculty, Administrators, Division Deans, Learning Resource Center Director and personnel and students.

##### **External**

Developmental Education Organizations community agencies, Developmental Education staff at other institutions.

#### **SPECIFICATIONS**

##### **Education**

Master's Degree in education, with specialization in adult/developmental education at the Post-Secondary or Secondary level, or individualized studies, or equivalent. Prefer master's degree as described above plus baccalaureate in communication skills of mathematics and sciences.

##### **Experience**

Minimum of three years previous experience in Post-Secondary Developmental Education involving economically disadvantaged students including one year in administration of such programs. Prefer experience as described above plus experience in business or industry.

##### **Desirable Personal Characteristics**

Ability to communicate effectively and relate a tively with students and faculty. Ability to creatively assess and develop programs to meet Developmental Educational needs.  
Ability to supervise and administer an effective program.

## CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

**POSITION TITLE:** Developmental Education Specialist - Reading

**REPORTS TO:** Director of Developmental Education

**POSITIONS**

**SUPERVISED:** None

BROAD FUNCTION

Instruction in existing Reading courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education Reading Instructors and courses.

RESPONSIBILITIES AND DUTIES

1. Developmental Education instruction as specified in the college workload guidelines.
2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college.
3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students, in materials selection.
4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.
5. Have a working knowledge of the skills involved in Reading from the most elementary to the most sophisticated, and be able to relate those skills to technical application.
6. Be prepared to use a variety of strategies in teaching.
7. Familiar with and able to implement multi-media instruction.
8. Plan, collect, and analyze program data in conjunction with Management Information Service.
9. Coordination of Developmental Education Reading Instructors.
10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.
11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.
12. Maintain the required records, evaluate student progress and provide the required reports.

**POSITION DESCRIPTION****Developmental Education Specialist - Reading**

2

**RESPONSIBILITIES AND DUTIES (cont'd.)**

- 12. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.
- 14. Assist in the registration process.
- 15. Assume other duties as assigned.

**SPECIFICATIONS****Education**

Bachelor's Degree with Reading required, Master's Degree with special training in individualized instruction and/or Developmental Education.

**Experience**

Three years secondary or post-secondary teaching experience required, with one year in Developmental/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technical work experience.

**RELATIONSHIPS AND CONTACTS****Internal**

Division deans, administrative staff, faculty, and students.

**External**

Developmental Education organizations and staff at other institutions; community agencies; government agencies; general public.

**CINCINNATI TECHNICAL COLLEGE**

**POSITION DESCRIPTION**

**POSITION TITLE:** Developmental Education Specialist - English

**REPORTS TO:** Director of Developmental Education

**POSITIONS**

**SUPERVISED:** None

**BROAD FUNCTION**

Instruction in existing English courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education English Instructors and courses.

**RESPONSIBILITIES AND DUTIES**

1. Developmental Education instruction as specified in the college workload guidelines.
2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college.
3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students in materials selection.
4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.
5. Have a working knowledge of the skills involved in English from the most elementary to the most sophisticated, and be able to relate those skills to technical application.
6. Be prepared to use a variety of strategies in teaching.
7. Familiar with and able to implement multi-media instruction.
8. Plan, collect, or analyze program data in conjunction with Management Information Services.
9. Coordination of Developmental Education English Instructors.
10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.
11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.
12. Maintain the required records, evaluate student progress and provide the required reports.

POSITION DESCRIPTION

Developmental Education Specialist - English

2

RESPONSIBILITIES AND DUTIES (cont'd.)

13. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.
14. Assist in the registration process.
15. Assume other duties as assigned.

SPECIFICATIONSEducation

Bachelor's Degree with English required, Master's preferred, and with special training in individualized instruction and/or Developmental Education.

Experience

Three years secondary or post-secondary teaching experience required, with one year in Developmental/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technical work experience.

RELATIONSHIPS AND CONTACTSInternal

Division deans, administrative staff, faculty, and students

External

Developmental Education organizations and staff at other institutions; community agencies; government agencies; general public.

## CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

**POSITION TITLE:** Developmental Education Specialist - Mathematics/Science

**REPORTS TO:** Director of Developmental Education

**POSITIONS  
SUPERVISED:** None

BROAD FUNCTION

Instruction in existing Mathematics/Science courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education Math/Science Instructors and courses.

RESPONSIBILITIES AND DUTIES

1. Developmental Education instruction as specified in the college workload guidelines.
2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college.
3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students, in materials selection.
4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.
5. Have a working knowledge of the skills involved in Mathematics and Science from the most elementary to the most sophisticated, and be able to relate those skills to technical application.
6. Be prepared to use a variety of strategies in teaching.
7. Familiar with and able to implement multi-media instruction.
8. Plan, collect, and analyze program data in conjunction with Management Information Service.
9. Coordination of Developmental Education Math/Science Instructors.
10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.
11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.
12. Maintain the required records, evaluate student progress and provide the required reports.

**POSITION DESCRIPTION**  
**Developmental Education Specialist - Mathematics/Science**

2

**RESPONSIBILITIES AND DUTIES (cont'd.)**

13. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.
14. Assist in the registration process.
15. Assume other duties as assigned.

**SPECIFICATIONS**

**Education**

Bachelor's Degree with Math/Science required, Master's preferred, and with special training in individualized instruction and/or Developmental Education. Science area concentrations must be in Biology and Chemistry.

**Experience**

Three years secondary or post-secondary teaching experience required, with one year in Development/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technical work experience.

**RELATIONSHIPS AND CONTACTS**

**Internal**

Division deans, administrative staff, faculty, and students

**External**

Developmental Education organizations and staff at other institutions; community agencies; government agencies; general public.

## CINCINNATI TECHNICAL COLLEGE

### POSITION DESCRIPTION

POSITION TITLE: Para-Professional in Developmental Education

REPORTS TO: Director of Developmental Education

POSITIONS

SUPERVISED: NONE

### BROAD FUNCTION

Assists in the teaching-learning process under the supervision and guidance of a Developmental Education Specialist or another professional.

### RESPONSIBILITIES AND DUTIES

1. Coordinate a comprehensive tutorial service.
2. Monitor and supervises the computer assisted instruction program.
3. Will understand that his role is supportive (not leadership) of the program.
4. Administer standardized and informal diagnostic tests, grade tests, compile weaknesses as revealed by errors on tests.
5. Distribute practice exercises for reinforcement of skills introduced and developed by the instructors.
6. Provide (individual) assistance to students who need clarification of directions and other similar types of assistance as they work.
7. Monitors or supervises students engaged in an activity initiated by the instructor.
8. Assists in monitoring test activities, and assists with the mechanic of scoring and recording.
9. Accepts responsibility for demonstrating proper use, care and storage of hard and software in the learning labs and classroom.
10. Maintains strict confidentiality.
11. Other duties as assigned.

### SPECIFICATIONS

#### Education

Two-year Associate Degree.

#### Experience

Two-years successful work experience. Must have experience operating micro-computers.

POSITION DESCRIPTION  
Para-Professional in Developmental Education

---

Page 2

SPECIFICATIONS (con't.)

Desirable Personal Characteristics

Dependability, neatness, desire to help others. Must be highly motivated.

SPECIAL CONDITIONS OR SKILLS

Ability to identify student needs. Initiative in approaches to assisting students

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Clerical Assistant

REPORTS TO: Director of Developmental Education

POSITIONS  
SUPERVISED: None

ASSIGNMENT FUNCTION

Perform clerical and receptionist duties and specific duties as described below.

RESPONSIBILITIES AND DUTIES

1. Perform typing and filing duties as required.
2. Perform record-keeping duties for the office of Developmental Education.
3. Serve as receptionist for the offices involved: answer telephones, take messages, transfer calls, greet visitors, provide information, schedule appointments, etc.
4. Checkout instructional materials.
5. Checkout audio hardware.
6. Monitor work study students.
7. Other duties as assigned.

RELATIONSHIPS AND CONTACTS

Internal

Frequent contact with administrators, faculty and staff.

External

Limited contact with visitors

SPECIFICATIONS

Education

High school diploma, one year of specialized training in clerical or secretarial skills or equivalent.

**POSITION DESCRIPTION**  
**Clerical Assistant**

Page 2

**SPECIFICATIONS (cont'd.)**

**Desirable Personal Characteristics**

Ability to work accurately and efficiently with detail; ability to organize materials and maintain organization. Ability to deal with people in a friendly, helpful and tactful manner.

**Special Skills**

Typing speed of at least 50 wpm with no more than 2-3 errors. Record keeping and filing skills.

ERIC Clearinghouse for Junior Colleges  
8118 Math Sciences Building  
University of California  
Los Angeles, California 90024

JAN 4 1985

This Page Is Inserted by IFW Operations  
and is not a part of the Official Record

## **BEST AVAILABLE IMAGES**

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

**IMAGES ARE BEST AVAILABLE COPY.**

**As rescanning documents *will not* correct images,  
please do not report the images to the  
Image Problems Mailbox.**

## ARTICLES

### **SUPPORT THROUGH CHALLENGE: AN INITIAL INTERVENTION PROGRAM FOR AT-RISK COLLEGE FRESHMAN**

*By T. S. Holland, Holy Cross College*

---

#### **Abstract**

The steadily increasing population of underprepared, underachieving entering college freshmen, with reasonable potential to succeed, but with a history of failure-oriented attitudes and behaviors, motivated Holy Cross College to develop a compulsory initial intervention program for qualified freshmen, the Conditional Acceptance Program (CAP).

Holy Cross College is an independent Catholic two-year Liberal Arts college, founded and operated in the tradition of the Brothers of Holy Cross. CAP supports the College's mission to "combine a demanding and varied academic program with cooperative, supportive and encouraging teaching...[in order to] provide realistic opportunities for students to test their abilities while making progress toward an Associate's Degree and transfer to a senior institution" (Holy Cross College Mission Statement).

Learning assistance professionals understand that effective programs translate accepted theory into sound practice, and that the development of successful approaches to student learning is an ongoing scholarly process. The purpose of this article is to identify key program components while establishing the primary theoretical basis or rationale for each, and to encourage the reader to critically evaluate and reflect upon various and integrated methods of successful intervention for at-risk college freshmen.

---

#### **Introduction**

*The education of the underprepared college student is the most important educational problem in America today, more important than educational funding, affirmative action, financial aid, curriculum reform, and the rest (Astin, 1998, p. 12).*

Alexander Astin (1998) admits that the above may be a radical statement, but he legitimately supports his position with the notion that we should prepare our students to be competent participants in our society. If we agree that an effective developmental approach to education would "do more to alleviate our most serious social and economic problems than almost any other action we could take" (Astin, 1998, p. 12), then we must acknowledge that, as we work to develop our programs, we are engaged in a scholarly endeavor which merits serious pursuit.

A developmental approach to higher education starts at the competence level of the student when admitted and allows for a variety of ability levels, determination, and goals. At the same time, it commits the institution to assisting students in establishing their own foundations for learning in order to meet higher standards. This is contrasted with the more traditional dependence on established benchmarks, (e.g., SAT/ACT scores, high school GPA, etc.) by which students are treated uniformly and the quality of outcomes is guaranteed by "weeding students out" (Gilman, 1995, p. 6).

In stark contrast to the "weeding out" approach, growing concerns about access, retention, persistence, and accountability have culminated in the rapidly growing interest in college freshmen intervention programs and motivated Holy Cross College to create a compulsory, initial intervention program for at-risk freshmen. Those students whose academic record suggests that additional academic preparation and support are necessary for a successful and rewarding college experience are required to participate in the one year Conditional Acceptance Program (CAP). This is a highly structured, intensely challenging academic support program whose integrated components make it a traumatic socialization to a meaningful academic experience. The program is designed to challenge students academically through rigorous course content, behaviorally through various mandatory components, and attitudinally by directly confronting students' debilitating beliefs about themselves and their education.

CAP provides an opportunity for students to develop their life management and study skills and to gain much needed confidence both in knowledge of course content and application of success strategies. The program consists of three phases, each of which becomes incrementally less intrusive.

Throughout the phases of the program are several carefully studied, selected, and refined components. These components, each with its own rationale and goals, are closely integrated and include the following:

1. Orientation, including admissions and pre-enrollment counseling.
2. Program structure.
3. CAP Seminar.

4. Individual student meetings.
5. Structured study sessions.
6. Two-Year Plan and Portfolio.
7. Student and program assessment.

Some of the theoretical bases upon which CAP components have been developed include Bandura's Social Learning Theory, Skinner's Operant Learning Theory, Vygotsky's "scaffolding", and Perry's and Chickering's theories of college student development. Additionally, studies in self-regulation, achievement motivation, progressive responsibility, and constructive processes in learning have been helpful in developing, integrating, and overlaying the program components.

While all program components must be built on solid theoretical foundations, the practical results are not always likely to be ideal. Therefore, it is important to anticipate both the positive and negative possible outcomes when applying sound theory to practice.

### Program Components

#### Orientation

CAP orientation is designed to communicate the importance of social and academic integration early in the college experience (Tinto, 1993). Orientation, including admissions and pre-enrollment counseling, provides an early opportunity to present both college and program expectations honestly. Admissions and pre-enrollment counseling assure the prospective college students that they will receive appropriate services and much needed academic support. However, students have reported that a candid description of the CAP program and its demands was at first intimidating. Nevertheless, those who do choose to enroll in the program become self-selected, committed participants who are fully aware of the degree of challenge they face. They also begin to establish meaningful connections with the institution, the program, and various student service providers (Noel, Levitz, & Salvri, 1986).

An orientation program for all newly enrolled CAP students is conducted on the afternoon prior to the start of classes. At this time students are reminded of the challenge which they have chosen to accept and of the support available to them in order to meet that challenge successfully. Orientation is a formal, carefully planned session where the CAP director articulates high expectations for the new students. A panel of successful CAP "graduates" follows the director to clarify those expectations further and to provide some welcome reassurance.

The Parent Interview Project which is assigned at orientation provides further reassurance. Diane Von Blerkom (1995) introduced the project as a suggested activity for Freshman Year Experience programs. For their first major assignment, CAP students and their parents are to discuss expectations, goals, and concerns regarding their son's or daughter's college experience. Students are encouraged to establish open avenues of communication with their parents and to agree upon a routine of honest performance assessments. Students then compose a paper and an oral presentation of the results of their conversations. It is important to note that nearly all CAP participants are traditional college age students. The one or two older re-entry students who are not accountable to a parent or some other older adult work with the director to design an alternative project. The purpose remains to motivate students to achieve academically, to remind them that others support their efforts, and to encourage them to be accountable for their performance.

This combination of challenge, support, and accountability is developmentally appropriate, as it targets Chickering's third "vector" in college student development, Moving Through Autonomy Toward Interdependence (Chickering & Reisser, 1993). This stage represents the student's first significant step toward emotional independence and involves some level of separation from parents, and increased reliance on peers, authorities, and institutional support systems. At the same time, the student's confidence and self-sufficiency are beginning to flourish, and the student can be described as a "hog on ice," striving to be independent but still significantly awkward and in need of support (Chickering & Reisser, 1993, p. 122).

Orientation also serves as an academic indoctrination where the new CAP participants are immersed in the values and purpose of the institution. In this way, orientation is meant to show students how they fit into the larger mission served by the College, and how they are now part of a "value centered, integrated learning experience that motivates and inspires students to high levels of success and educational attainment" (Schroeder, 1998, p. 11).

After Orientation each student becomes a member of a self-selected cohort having shared expectations of a significant challenge and leaning on the reassurance provided by unambiguous multidimensional support.

#### Program Structure

Because at-risk students need more structure (Roueche & Roueche, 1993), the CAP program is organized in three meticulously structured, incrementally less intrusive phases. The initial phase is an intensely structured, highly challenging six week summer program, during which all students are enrolled in nine credit-hours of course work plus a non-credit CAP Seminar. Students' summer courses are arranged in a "cluster" which includes a Reading and Study Skills course and an English Composition course, both of which apply directly to their success in a third course in a content area of the student's choice. Faculty provide extra instruction outside of class time, and students are required to attend supervised study

sessions and/or tutorials for three hours, three nights per week. The program director meets individually with each student at least three times during the six week summer session.

The summer course "cluster" borrows its design from Middlesex Community College's award winning Course Clusters Program which has resulted in "improved student retention, better connections among students, more contact and support among students and faculty, and a stronger perceived identity between the students and the college community" (Roueche & Roueche, 1993, p. 225). Results of research on learning communities further support the course "cluster" approach. Learning communities are reported to have a number of academic and social benefits including increased GPAs and retention (Tinto, 1993). Tinto (1993) found that at-risk students in particular "learn best in supportive small groups that serve to provide both skills and social support to those who would otherwise be marginal to the life of the institution" (p. 184). Linking the Reading and Study Skills Course with English Composition and CAP Seminar aims for those same proven benefits.

While the summer structure affords students the opportunities to make meaningful content connections and to establish interpersonal relationships, the students are not restricted to a program limited to prescribed courses only. New college students, according to Perry (1970), are operating at the Dualistic Stage where they continue to seek comfort in simplistic, clearly prescribed answers, and they tend to depend on those in positions of authority to make important decisions for them. On the other hand, new high school graduates do look forward to independent decision making as the benchmark that identifies their entry into adulthood (Scheer & Unger, 1994). Also, the element of choice is a crucial ingredient in any effort to motivate students to achieve (Csikszentmihalyi, 1990). Therefore, the CAP Summer Session, though highly structured, requires all participants to choose one three-credit course in a content area of their interest to complement their mandatory course "cluster."

The CAP Summer Session is followed by a somewhat less intrusive Phase II. Students who successfully complete the Summer Session enroll in 12 to 15 hours of fall course work, including a 3-credit CAP Seminar. Students continue to meet regularly for individual sessions with the CAP Director and once per week for Structured Study during this phase.

The third and least intrusive phase of CAP is the spring semester during which students are again required to enroll in 12 to 15 hours of course work. There is no CAP Seminar or Structured Study sessions during Phase III, but all students must attend five mandatory group meetings. Regularly scheduled individual sessions with the CAP Director continue throughout the semester.

Much of the rationale for this three-phased structure rests on Vygotsky's (1962) concept of "scaffolding" which underscores the importance of immediate social interaction and closely monitored instruction in the development of learning skills. CAP is in some ways similar to the Gateway Program at Rutgers University which has built its broad framework upon principles of Vygotskian cognitive development. Both programs establish highly structured

learning environments in which students' initial approach to college level material involves significant external assistance and structuring. As CAP students progress through the three phases, they begin to "internalize the externally scaffolded learning strategies," and the degree of structure can be diminished (Gebelt, Perilis, Kramer, & Wilson, 1996, p. 3). Eventually, the students independently begin to practice their own effective learning strategies.

### CAP Seminar

The CAP Seminar is a course designed to inform students of opportunities and requirements for their success at Holy Cross College. Students explore and practice strategies for college success while they engage in a dynamic, holistic, and challenging course in human development. This course is designed to help students adjust to the college setting, examine opportunities for personal growth, and embrace those attitudes and beliefs which will ultimately lead to their academic good standing.

CAP Seminar incorporates readings, reflection questions, and group discussions of topics which combine philosophies of higher education, including a study of college student development and the importance of the Liberal Arts, with practical "how-to's" and academic success strategies. It also serves as an orientation and socialization to what it means to be, not only a college student in general, but a Holy Cross student in particular. The purpose is to socialize CAP students to a meaningful educational experience while they identify with the unique Holy Cross College experience.

The developmental educational goal of CAP Seminar is to explicitly teach students to begin to think critically, moving from Perry's (1970) late Dualism Stage to the more risky Multiplistic Stage. College students need to develop enough confidence to stray from the authority of clear-cut, right and wrong answers, while they avoid the bottomless pit of personal opinion, and carefully compose and communicate reasonable arguments to support their ideas.

Throughout the semester, students are required to take positions on readings which address topics relevant to their experience but which are likely to challenge their previously held assumptions. Just a few of the authors they are asked to read include William J. Bennett, Gloria Stienham, George Will, William Raspberry, Steven Covey, Mortimer Adler, William Perry, Arthur Chickering, the American Bishops, and various Holy Cross College officials. Students, with the director, evaluate their own and each others' responses to the readings in terms of clarity and logical validity. Beginning with the Fall 1999 semester, the CAP Seminar will be formally linked with the Introductory Philosophy course, in part, to encourage students to directly apply their critical thinking skills in other content areas and to evaluate their ability to do so.

The CAP Seminar course description, its objectives, and pedagogical strategies were developed from much of the work done by the Center for the Freshman Year Experience,

at the U  
and col  
implem  
tailored  
campus  
it is sp  
conditic  
program  
students  
initial s  
with sh  
structur  
become  
skills, a  
& Dagl  
degree o  
academi

### Individu

"Develop  
depends  
(Finster,  
classes o  
While st  
individu  
student p  
serves as  
exist in t  
each pha  
nature of  
students

The ratio  
Bandura'  
examples  
means by  
effective,  
are apply  
Wilson,  
academic  
control.  
controller  
that they

at the University of South Carolina. The growing body of resources for freshman orientation and college success courses is indispensable to those of us charged with developing and implementing such programs. These resources must, however, be adapted and carefully tailored to meet the needs of a specific student population and to fit the institution's overall campus culture. The CAP Seminar differs from a generic freshman orientation course in that it is specifically designed for an intentionally structured group consisting only of conditionally accepted freshmen who meet the specific criteria for CAP. Though any program director would be legitimately concerned that segregating a group of at-risk students could possibly generate an unintended and unwelcome negative peer group effect, initial survey data indicate that CAP students appreciate being members of a distinct group with shared experiences. Furthermore, Gilman (1995) reminds us that intentionally structured groups establish rules or norms to facilitate and enhance learning. These groups become productive forums where students acquire new information, develop and practice skills, and receive useful feedback in a supportive environment (Winston, Bonney, Miller, & Dagley, 1988). Given such opportunities, students become motivated to increase their degree of involvement in their learning, and they will construct for themselves a meaningful academic experience (Pintrich, 1989).

#### **Individual Student Meetings**

"Developmental Instruction Theory holds that success in fostering intellectual growth depends in large part on the degree of personal interaction in the educational environment" (Finster, 1996, p. 43). This "personal interaction" is not limited to student discourse in small classes or seminars, but also includes two-way exchanges between teachers and students. While students clearly gain from their experiences with their peers in the CAP Seminar, individual advisor/teacher intervention is a necessary element of any successful at-risk student program. (It is important to note that the CAP Director teaches the CAP Seminar and serves as the advisor for all program participants.) The nature and frequency of meetings exist in the context of the established three phased, gradually less intrusive structure. With each phase, the program becomes less tightly structured, and the frequency and mandatory nature of the meetings are gradually diminished. As the program becomes less intrusive, the students are expected to exercise more initiative.

The rationale for regular and frequent individual student meetings in the first two phases is Bandura's Social Learning Theory (Bandura, 1986, 1994). The advisor provides the examples of success oriented behaviors, and the students are regularly reminded of the means by which they can meet higher standards. In order for the phased approach to be effective, students need frequent opportunities to receive feedback on how successfully they are applying their learning skills and strategies to their studies (Gebalt, Perilis, Kramer, & Wilson, 1996). As students begin to relate the effective use of these strategies to their academic success, they begin to attribute their academic outcomes to an internal locus of control. They may now begin to believe that academic achievement or failure is not controlled by chance or predicated by external factors (Rotter, 1966). When students believe that they have achieved on their own volition, they begin to destroy their negative self-

fulfilling prophecies that had previously paralyzed any academic efforts. In this light, individual student meetings are largely motivated by Bandura's (1986, 1994) concept of self-efficacy, which refers to individuals' beliefs that they can master a situation and produce positive outcomes.

While the Social Learning foundation of the self efficacy concept allows us to effectively address individual differences in students, it places an obviously heavy burden on personnel and time resources. Also, while individual meetings provide valuable opportunities for students to be held accountable for their degree of follow-through, frequent and mandatory meetings could tend to foster dependence, regardless of the intentional designs to wean students from the tight program structure.

### **Structured Study Sessions**

The Structured Study component is based on Skinner's Behaviorism and Operant Learning Theory (Skinner, 1953). Mandatory, structured study sessions are designed to instill in students positive habits simply by practicing them. During Structured Study sessions, students are required to implement specific learning strategies or behaviors in a controlled environment. At the beginning of each structured study session, all students must log in by indicating the task or tasks they are expecting to complete during the session, the principle strategy or strategies they intend to employ, and the amount of time they expect will be necessary for them to complete the task(s). The goal is that the students will actually experience how much time and concentration are necessary to complete a given task, and that they will experience the immediate rewards of a sustained concentrated effort.

The vast majority of students report that the most valuable skill they learned from structured study sessions was time management. However, those students who are already beginning to exercise initiative may resist such extraordinary measures to subject them to supervision. Therefore, structured study sessions, like the individual student meetings, become incrementally less frequent as students progress through the program. Interestingly, during the Spring Semester, Phase III of the program, several groups of CAP students can be found working diligently and voluntarily during the same time and in the same place as the previously conducted mandatory study sessions. Ideally then, this regular experience convinces students that there is value in the positive student behaviors that they have been required to practice, and it motivates them to refine those habits further.

### **Two-Year Plan and Portfolio**

The Two-Year Plan and Portfolio are two projects that comprise the physical evidence component of the CAP Program. The Two-Year Plan is a formal research project and personal reflection paper in which students must carefully articulate a personal two-year vision and demonstrate their devotion to realizing their long-term goals through short-term behaviors.

Holy Cross College is a two year Liberal Arts college whose mission is to prepare students for successful transfer to a senior institution after earning the Associate of Arts Degree. Students are advised to research their possible transfer choices as they clarify their future goals. Additionally, CAP students are required to articulate how their specific day-to-day behaviors are determining the accomplishment of their intermediate and long-term goals. Those day-to-day behaviors are to be documented in the portfolio. Throughout the Summer Session and Fall Semester students document specific study skills or student success strategies that they have applied in their course work or in their daily lives. Students must attach a paragraph to each piece of evidence evaluating the effectiveness of the given strategy (VonBlerkom, 1995). Clearly, this component's primary objective is again Skinnerian in nature, as it is designed to force students to make direct connections between behaviors and goal achievement.

Students also make direct connections between the effectiveness of their study skills and course content. Gebelt and her colleagues (1996) at Rutgers University provide empirical support for the value of this approach which has been advocated by developmental educators for over twenty years. Gebelt notes Robyak and Patton's 1977 study, which supports the assertion that student performance has very little to do with the actual content of a study skills course. What really seems to matter is not what students know about study skills, but the degree to which they actually apply them (Gebelt, Perilis, & Kramer, 1996).

Students need an arena in which to directly, concretely, and immediately apply their learning strategies and study skills, and they must be explicitly instructed to use that arena to practice and perfect their skills. Unfortunately, students tend not to realize that their content courses comprise that very arena. Their responses on course evaluations for a one credit college success course drive home the point. One student shares, "I learned a lot [sic] and I'm sure these skills will come in handy when I get a chance to use them." Another confesses, "Now I know *what* to do. I just wish I could convince myself of *why* I should really bother."

The portfolio's purpose is to bridge the gap between the cognitive "I know *what* to do" and the behavioral "Now I'm *doing* it" by providing the students a reason *why* they must do it. According to constructive learning theorist Paul Pintrich (1989), students will retain and apply more of the content of any course if there is a perceived sense of importance connected to it. A repeated refrain in student feedback regarding the Two-Year Plan and Portfolio projects is, "Hey, this stuff [study skills] actually does relate to the accomplishment of my long term goals."

#### **Student Assessment**

The student assessment component of CAP has employed various instruments ranging from student surveys to a battery of tests administered by a licensed psychologist. Regardless of the specific data sought, the goals of the student assessment component are to provide various catalysts for appropriate student intervention.

CAP students previously took the Pre- and Post LASSI, Learning And Study Strategies Inventory (Weinstein, Schultz, & Palmer, 1987). This instrument measures self-reported behaviors and attitudes and is a useful tool for initiating discussions regarding appropriate strategies for improved academic performance. In conjunction with a campus-wide retention plan, all students, including those in CAP, are now administered the College Student Inventory (CSI) as part of the Noel-Levitz Retention Management System (USA Group Noel-Levitz, 1993). The rather thorough report of the CSI serves as an early warning system as it identifies those students who appear to be significantly at-risk of not persisting in college. It is another springboard for discussions with individual students. The specific instrument employed is not as important as the fact that such assessment is conducted. Thoughtful discussion of the results encourages students to begin examining their learning behaviors and to start thinking about their thinking. According to Lidner's study (1993) on self-regulated learning, such metacognitive exercises do contribute positively to college student achievement.

It is important that students also regularly assess their performance in classes and that the accuracy of their self-assessments be measured. Therefore, the CAP Director solicits progress reports at four week intervals from the professors of CAP students. The purpose of these progress reports is not just to serve as an early warning of possible failure, but also as a means by which to teach students how to honestly and accurately assess their own performance. This way students have a reason to monitor and adjust their behaviors. Students need to assess their own learning behaviors and evaluate the results of those behaviors so that they can be taught how to make appropriate changes to achieve academic success (Gagne & Glaser, 1987).

The program had previously required students to participate in mandatory psycho-educational assessment. The results of the battery of tests provided useful information regarding students' cognitive abilities, achievement levels, processing strengths and weaknesses, and possible learning disabilities. This service, however, proved expensive and resulted in limiting access to some students who might otherwise have benefitted from the program. Also, student survey results concluded that 93% of those students subject to mandatory psycho-educational testing were uncomfortable with the degree of intrusiveness the testing represented, and 90% felt that the testing was not worth the financial cost. Although Roueche and Snow (1977) and others have argued forcefully for mandatory assessment testing, Boylan, Bliss, and Bonham (1997) have found mixed results. While mandatory testing was related to student success in developmental courses, the component was found to have little impact on student grades or retention (Boylan, Bliss, & Bonham, 1997). Given the above considerations, it is clear that mandatory psycho-educational testing was too wide and costly a net to cast for the relative benefits that would be caught.

Mandatory placement testing remains an important aspect of the assessment component. All students at Holy Cross College, including those in CAP, must participate in placement testing prior to enrollment. Though CAP is an at-risk student intervention program, only about one third of any given cohort places into remedial mathematics or English. Boylan,

Bliss  
more  
place  
passi  
by c  
place

Prog

Prog  
impo  
progr  
Casar  
asses  
conti  
const  
term

Asses  
the g  
for v  
the "i  
stude  
which  
consi  
asses  
speci  
intern  
intern

Outo  
comp  
begin  
devel

An in  
that  
Beca  
coho  
succ

Bliss, and Bonham (1997) found that students participating in developmental courses were more likely to pass developmental English or mathematics courses in programs where placement was mandatory than in programs where placement was voluntary. Additionally, passing developmental courses has been positively related to success in college as measured by cumulative GPA and retention (Boylan, Bliss, & Bonham, 1997). Clearly, mandatory placement testing is worth the trouble.

### Program Assessment

Program assessment which is ongoing and systematic has been advocated for years as an important component of any at-risk student intervention program, and studies have linked program evaluation to student success and retention (Boylan, Bliss, & Bonham, 1997; Casazza & Silverman, 1996; Maxwell, 1985, 1991; Roueche & Snow, 1977). Program assessment is motivated by a desire to evaluate program performance in order to engage in continuous quality improvement, while being accountable to the institution and its constituents (Astin, 1993). Key program measurements, which are taken at the close of each term and published college-wide annually, include success rates and GPAs.

Assessment of the effectiveness of individual program components is presently limited to the generation of student survey data. Though this degree of component evaluation allows for valuable student input and increased opportunities for student buy-in, it does not meet the "ongoing and systematic" criteria (Boylan, 1997). Though the current assessment of student outcomes is valuable, greater benefits would result by establishing an evaluation plan which uses systematic criteria to investigate each program component on a regular and consistent basis. Currently, the program director is consulting the established college-wide assessment plan as the initial resource for developing a comprehensive and component-specific CAP assessment plan. As Boylan (1997) suggests, we must examine what specific interventions contribute most to student success and who is most likely to benefit from those interventions.

### Program Outcomes

Outcomes data, including cumulative GPAs and success rates, comprise only part of a comprehensive evaluation plan. Nevertheless, they provide the necessary information to begin to ask important questions upon which program evaluation and future program development should focus.

An initial view of the outcomes data, summarized in Tables 1 and 2, supports the conclusion that the overall goals of persistence and improved student performance are being met. Because 97% to 100% of all successful CAP students (GPA greater than 2.0) in any given cohort do choose to continue at Holy Cross College until they graduate, persistence rates and success rates for CAP students are nearly equal.

Table 1 indicates that CAP students' average GPAs are competitive with the average GPAs of regularly admitted students. It is important to note that average cumulative high school GPAs for entering CAP groups range from 1.6 to 1.8, while those for regularly admitted students at Holy Cross College range from 2.6 to 2.8. Though the difference in average high school GPAs between regularly admitted and CAP students is one full grade point, at the end of the first year of college there is generally less than three tenths of a point difference.

Table 1. CAP Assessment

	Average GPA				
	I 1993/94	II 1994/95	III 1995/96	IV 1996/97	V 1997/98
Summer	3.06	2.67	2.41	2.69	2.40
Fall	2.32	2.20	2.18	2.08	1.97
Spring	2.16	2.30	2.28	2.21	2.41
Yearly	2.448	2.455	2.428	2.405	2.473
Regular Admits	2.751	2.761	2.588	2.843	2.753

Table 2 indicates, however, that the success or persistence rates for CAP students is significantly and consistently lower than those of regular admits. One explanation may lie in the performance distribution among students. An examination of individual student performance within each cohort indicates that each year the numbers of students performing on the extremes, either above 3.5 or below 1.5, continues to increase, while those performing between 2.0 and 3.0 have dropped from 65% in 1993/94 to 45% in 1997/98. Additionally, as the number of students enrolled in CAP has grown by more than 128% since 1993, the heterogeneity of each group has also increased. So as program access has increased, so too has the diversity and profundity of student needs.

Table 2. CAP Assessment

	Success Rate				
	I 1993/94	II 1994/95	III 1995/96	IV 1996/97	V 1997/98
Summer	100%	89%	76%	94%	77%
Fall	71%	73%	58%	90%	50%
Spring	63%	69%	74%	64%	79%
Yearly	68%	60%	57%	62%	50%
Regular Admits	75%	70%	70%	76%	73%

What  
progr:  
Seme:  
and p  
deter

Future  
degree  
prepai  
more:  
maint

Furthe  
new qu  
When  
select,  
theoret  
into pra  
match  
progr  
engine  
and as  
profess  
underp  
not ove

T.S. P  
Progr

Astin,  
ex  
pr  
in  
Th  
Astin, A  
civ  
Ca

What is determining the degree to which program goals are being achieved? How might the program work better? Note in Table 1 the decline in student performance in the Fall Semester. What program adjustments could be made to help sustain the level of motivation and performance from the Summer Session? What is it about the Summer Session that is determining such high student performance?

Future program development must focus on these questions and more. What about the degree of structure? How much structure is too much? At what point are the students prepared to create for themselves the structure they need to succeed? How can the program more specifically meet the needs of an increasingly diverse population of students, while maintaining the valuable effects of the intentionally structured group?

### Program Development

Further program evaluation and development must address such questions. In the process, new questions will inevitably surface, leading to further evaluation and program refinement. When developing a student intervention program in this way, it is important to carefully select, evaluate, and meticulously adjust program components, while ensuring that a solid theoretical foundation and rationale exists for each. It is also crucial that when putting theory into practice, an ongoing evaluation ensures that the program components are an appropriate match for the institution's student population, its mission, and its overall campus culture. All program components must be integrated, regularly and systematically assessed, and carefully engineered in a systems approach to program development. Finally, any effort to develop and assess a student intervention program must be approached as a scholarly and professionally rewarding endeavor. When Astin (1998) asserts that, "The education of the underprepared student is the most important problem in America today..." (p. 12), he does not overstate the critical nature of our work.

---

*T.S. Holland is an Associate Professor of Mathematics and the Director of the Conditional Acceptance Program at Holy Cross College, Notre Dame, Indiana.*

---

### References

- Astin, A. (1993). Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education. Phoenix, AZ: The Orynx Press.
- Astin, A. (1998). Remedial education and civic responsibility. National Crosstalk, 6(3), 12-13.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs: Prentice Hall.
- Bandura, A. (1994). Self-efficacy: The exercise of control. New York: W. H. Freeman.
- Boylan, H., Bliss, L., & Bohnam, B.

- (1997). Program components and their relationship to student performance. Journal of Developmental Education, 20(3), 2-8.
- Boylan, H. (1997). The case for program research in developmental education. The Learning Assistance Review, 2(2), 20-34.
- Casazza, M., & Silverman, S. (1996). Learning assistance and developmental education: A guide for effective practice. San Francisco: Jossey-Bass.
- Chickering, A. W., & Reisser, L. (1993). Educational identity (2nd ed.). San Francisco: Jossey-Bass.
- Csikszentmihalyi, M. (1990). Flow. New York: Harper Perennial.
- Finster, D. C. (1996). Freshmen can be taught to think creatively, not just amass information. In V. Gordon (Ed.), Foundations, a reader for new college students (pp. 41-43). Belmont: Wadsworth.
- Gagne, R. M. & Glaser, R. (1987). Foundations in learning research. In R.M. Gagne (Ed.), Instructional technology: Foundations (pp. 49-83). Hillsdale: Lawrence Erlbaum Associates.
- Gebelt, J. L., Perilis, G., Kramer, D., & Wilson, P. (1996). Retention at a large university: Combining skills with course content. Journal of Developmental Education, 20(1), 2-10.
- Gilman, R. (1995). The case for initial, required, intrusive advising: Quantitative and qualitative arguments (Doctoral dissertation, University of Dayton, 1995).
- Lidner, R. W. (1993). Self-regulated learning: Its assessment and instructional implications. Educational Research Quarterly, 16(2), 29-37.
- Maxwell, M. (1985). Improving student learning skills. San Francisco: Jossey-Bass.
- Maxwell, M. (1991). Evaluating academic support systems. Kensington: M.M. Associates.
- Noel, L., Levitz, R., & Salvri, D. (1986). Increasing student retention: Effective programs and practices for reducing the dropout rate. San Francisco: Jossey-Bass, Inc.
- Perry, W. G. (1970). Forms of intellectual and ethical development in the college years. New York: Holt, Rinehart and Winston.
- Pintrich, P. R. (1989). The dynamic interplay of student motivation and cognition in the college classroom. In M. L. Maehr & C. Ames (Eds.), Advances in motivation and achievement: Motivation enhancing environments (pp. 117-155). Greenwich: JAI Press, Inc.
- Robyak, J., & Patton, M. (1997). The effectiveness of a study skills course for students of difficult personality types. Journal of Counseling Psychology, 24, 200-207.
- Rotter, J. B. (1966). Generalized expectations for internal versus external control of reinforcement. Psychological Abstracts, 80, 609.
- Roueche, J., & Roueche, S. (1993). Between a rock and a hard place: The at risk student in the open door college. Washington, D.C.: Community College Press.
- Roueche, J., & Snow, J. (1997). Overcoming learning problems. San Francisco: Jossey-Bass.
- Scheer, S. D., & Unger, D. G. (1994). Adolescents becoming adults:

Attributes for adulthood. Paper presented at meeting of the Society for Research on Adolescence, San Diego.

Schroeder, C. C. (1998, September-October). Being all that you can be. About Campus, 4-12.

Skinner, B. F. (1953). Science and human behavior. New York: Macmillan.

Tinto, V. (1993). Leaving College: Rethinking the causes of student attrition. Chicago: University of Chicago Press.

USA Group Noel-Levitz. (1993). Retention management system - advisor's guide. Iowa City: National Center for Student Retention.

Vygotsky, L. (1962). Thought and

language. Cambridge: MIT Press.

Von Blerkom, D. L. (1995). Orientation to college learning. Belmont, CA: Wadsworth.

Von Blerkom, D. L. (1995, Spring). The role of motivation in college success classes. The Keystone, 1-3 and 7-8.

Weinstein, C. E., Schulte, A. C., & Palmer, D. R. (1987). Learning and study strategies inventory (LASSI): User's manual. Clearwater, FL: H&H Publishing Company, Inc.

Winston, R. B., Bonney, W. C., Miller, T. K., & Dagley, J. C. (1988). Promoting student development through intentionally structured groups. San Francisco: Jossey-Bass.

Jacob, Rebecca (ASRC)

LC

466865

**From:** STIC-ILL  
**Sent:** Monday, October 06, 2003 2:29 PM  
**To:** Jacob, Rebecca (ASRC)  
**Subject:** FW: Articles--not available in-house

-----Original Message-----

**From:** Solomon, Terrance  
**Sent:** Monday, October 06, 2003 2:07 PM  
**To:** STIC-ILL (E-mail)  
**Subject:** Articles--not available in-house

**For:** Kathleen Christman, AU 3713, cp2 10d11, 308-6374  
**US Serial:** n/a

Learning Assistance Review

"Support Through Challenge: An Initial Intervention Program for At-Risk College Freshman"  
Holland, T. S.  
vol-4  
no-1  
pages: 5-19  
year-1999

Conference

ERIC NO: ED251137  
Cincinnati Technical College Developmental Education Program  
Marcotte, James  
March 1984  
49pp.

ERIC NO: ED131814  
A Report on An Experimental Program in Conditional Admissions; Office of Institutional Research vol-14, no-22  
Larsen, Suzanne W.  
June 19, 1974  
14pp.

1  
/P14

2/10

Comp

\$ 3.80

This Page Is Inserted by IFW Operations  
and is not a part of the Official Record

## **BEST AVAILABLE IMAGES**

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

**IMAGES ARE BEST AVAILABLE COPY.**

**As rescanning documents *will not* correct images,  
please do not report the images to the  
Image Problems Mailbox.**

## UCAS AND ELECTRONIC DELIVERY OF STUDENT APPLICATION FORMS

Michèle Needleman

### **Introduction**

The aim of the Universities & Colleges Admissions Service (UCAS) is to fill every available course with the most appropriate students as quickly and cost-effectively as possible. With increasing numbers of applicants, realising this vision will mean delivering student application forms *electronically* to all the institutions it serves, which involves moving from a paper-based to an electronic form. Such change cannot happen overnight, and needs careful planning. To achieve this, three separate projects are underway each of which will play a part in turning the vision into reality. These are the ATAPS, Electronic Application and ICR projects. The purpose of this paper is to give an insight into the document management technology which will be used.

### **Background to UCAS**

The Universities & Colleges Admissions Service, or 'UCAS' as it is now known, is a registered charity. Previously known as 'UCCA', it merged with the Polytechnics & Colleges Admissions Service or 'PCAS', to become 'UCAS' in 1994. UCAS provides two valuable services, one of which is matching students to available degree courses. It also has a secondary role as one of the statistics gatherers for the Department of Education, to help plan future educational needs.

UCAS does not have any influence on the placement of individual students, but is there to act as a clearing house ensuring that every application gets an equal chance of consideration for a place on a course of higher education.

To give you an idea of the size and complexity of the UCAS operation, in 1994 over 400,000 people applied for university or college places and 271,000 were accepted. Of these, 230,000 took up their original study choices with just over 40,000 gaining places through the clearing system. The majority of applications arrived in the two weeks leading up to the closing date in mid-December. Nearly 150,000 applications were received during this busiest period. During the year, UCAS produced almost three million copies of application forms for distribution to over 200 admissions officers in institutions around the country.

### **The document distribution chain**

All applications are currently made by completing a UCAS Application Form which is the 'document' referred to in discussing the various document management technologies in this paper.

To apply for a course, the student must first apply for an application form. UCAS allocates 'blocks' of uniquely-numbered application forms to schools and colleges to monitor this process.

There are two parties who provide the information required on the form, namely the Student and the Referee. The referee is normally the head-teacher of the students' school, but could equally be the current employer in the case of mature applicants. All forms are sent to UCAS for processing, which involves mail handling, checking and coding, data entry, scanning and printing.

UCAS must send a copy of the form to each university to which the student is applying. Typically they are delivered by courier in batches to the Admissions Department, from where they are distributed to the various course tutors for evaluation. Each university is responsible for managing its own admissions system, but must respond to UCAS with details of all places offered, including any conditions that apply.

---

Michèle Needleman was ATAPS Project Manager for Advanced Recognition Ltd of Windsor

### ***The UCAS Application Form***

The application form is a four-page document, printed double-sided onto A3 paper and folded to two A4 pages. The main information supplied on this document is as follows:-

1. Student's own details, educational background and qualifications.
2. Universities and Courses applied for.
3. Student's own statement, typed or handwritten, explaining the reasons why his or her application should be considered.
4. Referee's statement, typed or handwritten, giving reasons why (and sometimes why not!) the applicant should be considered.

The student details and course information are the 'data' of the form, and can be processed on the UCAS computer systems for matching to available courses. The two statements are 'supplementary information' to back up the application, not easily processed by computer. Indeed, these statements are closely scrutinised by admissions tutors and can make the difference between success or failure of the application. The statements are also highly confidential.

Another interesting facet of the application form is the requirement to provide personal information, notably ethnic origin and parental occupational background. UCAS are required to provide this information to the Department of Education, for planning purposes. However, it is not divulged to any university, and this area of the form is completely omitted from the copies sent.

### ***Processing a UCAS application***

From the moment an application arrives, the race is on to capture the information, process it, and distribute the copies. The nature of the academic year is such that most applications are received in December. UCAS may receive over 15,000 forms in one day.

The forms are first scrutinised by 'coders' whose job is to check that the form has been completed correctly, and apply codes to some of the information. They are then passed to Data Preparation for manual key-entry of the data. At this stage, the pre-printed form number is used to uniquely identify the application.

While the data is being processed on UCAS' computer system, the forms are passed to the scanning room. The forms are fed through a high-speed duplex image scanner which also has the ability to read the pre-printed numbers and microfilm the form in one pass. The captured images exclude certain areas, notably the personal information and standard UCAS page headers. The scanner also assigns and prints a unique sequence number on the form which eventually replaces the pre-printed number as the prime key on the UCAS database. The student is informed of the application number in the letter confirming receipt.

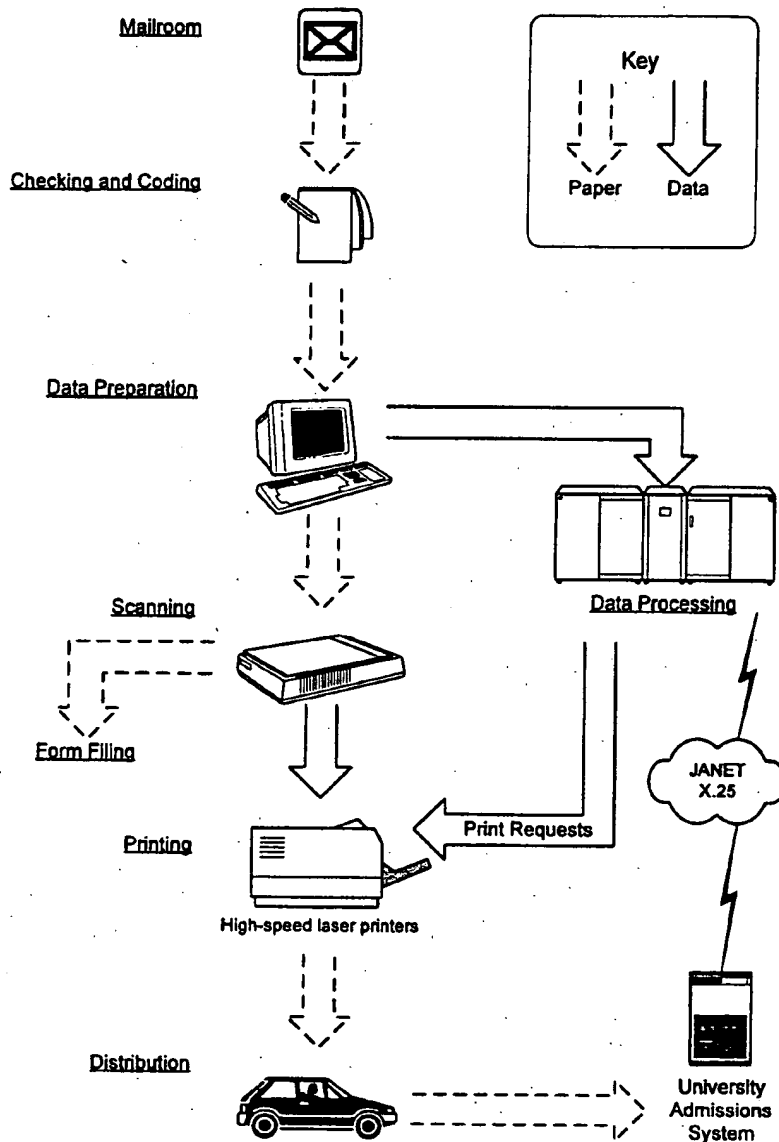
The scanner captures images at 400dpi using 4-bit greyscale. The image control unit uses a correlation technique to de-speckle the image, and an averaging technique to reduce the image to 200dpi bitonal. Document decomposition is used to carve out pre-defined image area zones to exclude unwanted areas. Area zones for each form are concatenated and stored in group 4 fax format with a proprietary header (the system pre-dates TIFF standard acceptance).

The pre-printed unique numbers on the form are OCR-B font and are read using template recognition, which is a pattern matching technique implemented in hardware. Reading speed is 5000 characters per second, with a character rejection rate of approximately .001% being achieved.

Scanned images of forms are held until their data has been processed, at which stage the requests for copies are sorted by university and course prior to printing. Each group of four A4 page images which comprise the application are printed at two-thirds size onto a single A3 sheet, with the assigned application number printed boldly along the top. This is achieved using five high-speed laser printers printing at 300dpi. The A3 sheets are folded twice and packaged along with an applications checklist for each university admissions department.

The majority of universities receive their applications data over the JANET X25 network (Joint Academic NETWORK), the form copies arriving two or three days later by courier. The assigned application number is the key to tying these two parts together. The current processing at UCAS is illustrated below.

### Processing a UCAS Application



Over the years, each university has created its own method of dealing with applications, many of them computerised. They distribute form copies to the tutors responsible for making the offer decisions and track the whereabouts of copies, as they contain confidential information. They also inform UCAS of the offer or reject decisions made, often via the JANET network. Sadly, forms do sometimes go astray, and UCAS are requested to provide reprints. This often means having to retrieve the original forms from storage in order to re-scan and print, as the image files are only kept in the system for a few days. UCAS keep the original forms for two years. The microfilm is kept indefinitely to resolve enquiries.

### **Three key projects**

The process described above has been in existence for five years. UCAS, always keen to introduce more cost-effective methods of processing, has instigated three projects which in combination will *realise the vision*.

The first project, codenamed 'ATAPS' for 'Automatic Transmission of Applications', enables the application form copies to be transmitted as image files to universities, rather than being printed at UCAS and sent by courier. This project has been completed.

The second project is the 'Electronic Application'. This is a software application being supplied to a selected number of schools to enable the application form to be completed on a personal computer, avoiding the need for a paper form. This project is at the experimental stage, but has caused a lot of interest amongst schools and colleges.

The third project is 'ICR' for 'Intelligent Character Recognition' of paper-based forms. This will complement the Electronic Application by providing a means of converting scanned images of application forms to the same format as the new electronic application. This requires being able to read the handwritten and typed information on a UCAS form. The ICR project is at the discussion stage, but offers a way of processing applications which are never likely to be submitted electronically, for example those from overseas.

### **The ATAPS project**

Nearly two years ago, Leeds University approached UCAS to inquire whether they could receive application image files, rather than folded A3 image printouts. The reason behind the request was a desire to image-enable their student records system and keep copies of application forms as images relating to the students data. They had considered scanning the A3 printouts, but realised it would be simpler for UCAS to meet their request, considering it was already scanning the original forms.

The final ATAPS service was developed by Advanced Recognition, and provides facilities to enable UCAS to transmit application images to up to 30 selected subscriber universities, where they are received directly into an image-enabled database for access by course tutors. The system at UCAS is designed to allow expansion to serve all universities.

At UCAS, we installed a PC which acts as a temporary image file repository prior to transmission. It maintains a database of ATAPS subscribers and transmission requests which are used to extract the required image files from the UNIX-based printing system. As it is important to transmit standard files to universities, the PC converts from the proprietary format as stored on the UNIX system, to TIFF format on the PC. Transfer and conversion takes place during the day, while the network is otherwise unused. At night, the PC 'pushes' the required information out to each individual university Image Server. This takes place over an ISDN link.

On average, it takes under half a minute to transmit a 4-page application to a university image server. Some universities, such as Leeds, may have over 1,000 applications to be transmitted overnight, while other smaller colleges may have less than 10. The mathematics is such that there simply would not be enough hours in the day - or night - to transmit to one university at a time. This problem is overcome by transmitting to several universities concurrently. The model for ATAPS is a single multi-threaded 'client' process at UCAS (running under Windows NT) communicating with multiple single-threaded 'server' processes at universities (each running under Windows 3.11). The required transmission bandwidth is provided by an ISDN Primary Rate service which can transfer data at 2 megabits per second, equivalent to 36 forms a minute. The JANET X25 network is totally inappropriate for transmission of image files. The universities only require ISDN Basic Rate to receive data at 128K bits per second. Where a student has applied for several courses at the same university, ATAPS transmits the application images once only.

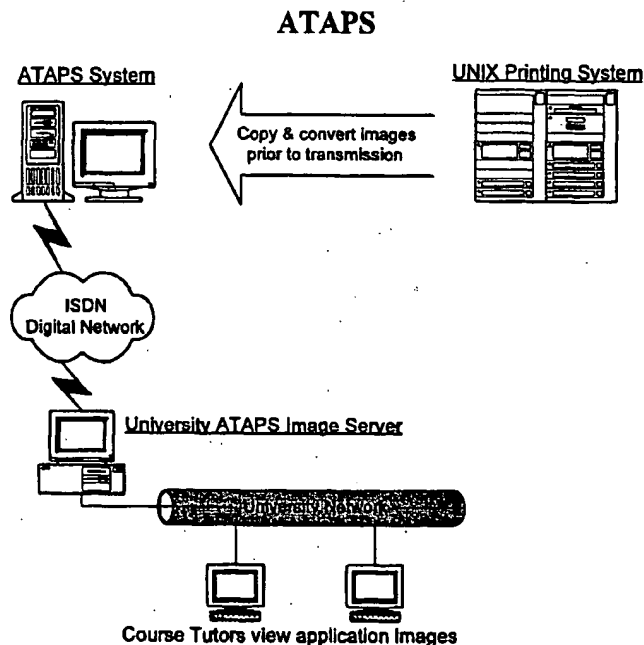
The initial reaction of universities to the ATAPS service was interesting. Universities such as Leeds could see an immediate benefit, saving them much time and effort in distributing applications to course tutors. Others, notably some of the Cambridge colleges, were less enthusiastic. Unlike other universities, their policy is to interview all applicants, and they could not visualise an interviewer reading the students reference from a PC screen with the applicant sitting in front of them. Interviewers like the comfort of handling paper. Although they can print the image files, they saw no point in reproducing that which they currently receive from UCAS anyway, albeit a day or two earlier.

During our ATAPS demonstrations to universities, it was universally agreed that it was easier to read the form as an image from a PC screen, than from an image printed at two-thirds size. The improvement was particularly noticeable when reading handwritten statements.

Another issue raised was that of confidentiality and the requirements of the Data Protection Act. Although ATAPS provides a function to delete the confidential reference after 40 days, we had the distinct impression that universities would prefer the convenience of keeping it electronically instead of on paper, if only they didn't have to divulge its contents to students. However, you can rest assured they will operate within the law.

The major point raised by universities was the need to integrate ATAPS with existing admissions systems. Although not part of our remit from UCAS, we foresee future development in this direction. For example, the ability for course tutors to enter decisions directly while viewing application images.

On the communications front, we foresee the need to provide a choice of transmission links. There are a small but growing number of universities linked on the 'SuperJANET' network. This very high-speed link was developed mainly with video transmissions in mind, and could easily handle UCAS traffic. Our ATAPS system is designed to allow choice of transmission link for each university subscriber.



### ***The Electronic Application project***

Although the ATAPS project will undoubtedly reduce the amount of image printing at UCAS, it still requires the paper forms to be scanned. With the volume of applications growing at around 10% per annum, UCAS can foresee having to operate a round-the-clock scanning operation in order to cope during their peak periods. One of the ideas adopted to avoid this costly exercise was the development of a software application to be used in schools, which would by-pass the need for a paper form.

A specialist software house was commissioned to write the application, called *UCAS Direct*. It has been supplied to 25 schools on a pilot basis, and will be monitored over the course of a year. At a minimum, it requires a PC capable of running Windows, although the addition of a modem link speeds up data transfer between schools and UCAS. Schools without modems may post their applications on floppy disk. It is hoped the pilot schools will be supplied with modems as part of a DTI scheme for schools to have Internet access.

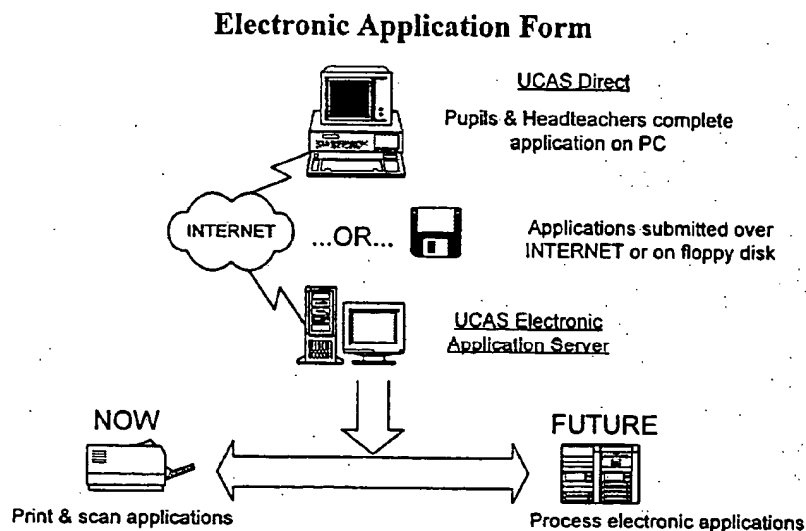
The *UCAS Direct* program guides the student through the completion of the UCAS application. Each section of the form is represented on screen, with on-line help text displayed where appropriate. Arguably, the electronic form is easier to complete than the paper one. For example, the program checks the validity of course details entered, and suggests corrections for incorrect codes.

The confidential statements supplied by schools are also entered into *UCAS Direct*, but held separately from the students own statements and application details. The two inputs are merged during data transfer.

During the pilot, the electronic applications arriving at UCAS will be printed out to the same format as paper forms and scanned in the normal way. This may seem strange, but the volumes of electronic forms will be a drop in the ocean compared to the bulk of paper forms received.

The Electronic Application project opens up a number of possibilities if schools are networked to UCAS. For example, UCAS could transmit useful feedback to schools on the availability of certain courses and students chances of gaining a place. Of course, this raises the issue of unfair competition between schools, as those with *UCAS Direct* would have a distinct advantage of getting their pupils into higher education.

During the pilot, UCAS will be developing methods of processing electronic forms without the need to print and scan them on arrival.



### ***The ICR project***

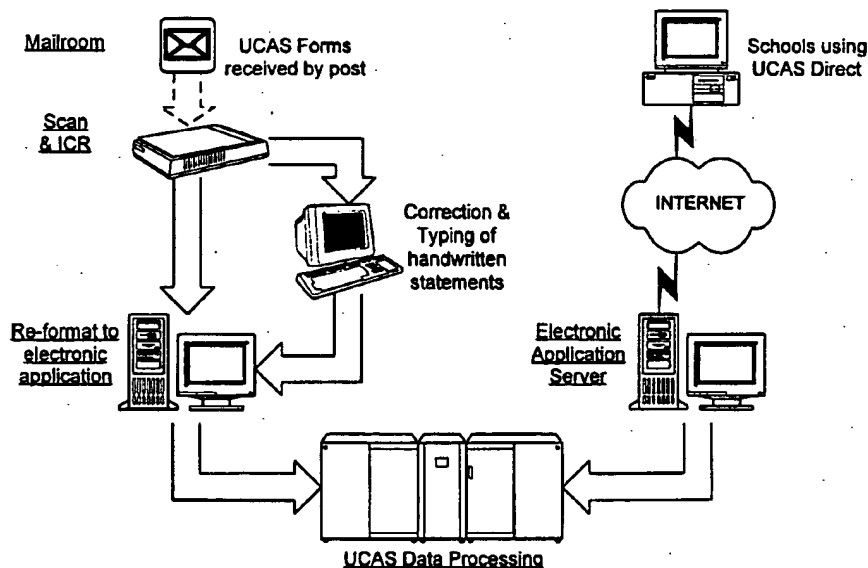
Even if the Electronic Application project proves successful and is widely adopted, there will remain a need for UCAS to process non-electronic application forms. For example, a significant number of applications arrive from overseas where there may be limited access to personal computers.

For this reason, UCAS are keen to develop a method of converting paper forms to fit in with new systems being evolved for handling electronic applications. The ICR project promises to provide the solution. ICR, or Intelligent Character Recognition, is a technology for reading handprinted and typed information from a scanned image of a form. This is an area where Advanced Recognition have vast practical expertise, having been in the business of supplying automated data capture systems for the past 27 years.

Advanced Recognition has developed its own Windows-based data capture software which is designed to enable integration of recognition devices as appropriate. For this project, we have a choice of recognition products available to us. One uses a combination of circumscribing feature analysis with vector analysis to recognise handwritten character shapes, the other uses feature analysis only in a neural network running in a multi-processor. The latter product copes better with touching characters at some reduction of recognition speed.

UCAS and Advanced Recognition are investigating the possibility of re-designing the application form to make it more suited to automated data capture using ICR technology. For example, this involves designing handwritten areas to encourage applicants to write non-touching characters. This will greatly increase the accuracy of data capture. For a form of this nature, we would expect to automatically read over 90% of handwritten data with over 99% level of accuracy. For typed areas, the expectation would be to read at a near 100% accuracy level by automatically spell-checking the words. The only areas we would not anticipate reading are the handwritten scripts, such as the student might write in the personal statement section. However, the effort involved in typing these at UCAS would be a fraction of the manual data entry being performed at present.

### **Combined ICR and Electronic Application processing**



### **Conclusions**

The vision of UCAS is to fill every available course with the most appropriate students as quickly and cost-effectively as possible. This will involve delivering student application forms *electronically* to all the institutions it serves. The projects described in this paper attack the problem on three fronts:

First, the ATAPS service has been put in place to transmit application form images direct to the universities, speeding their delivery and reducing the printing overhead at UCAS.

Second, the Electronic Application pilot project is in place to enable schools to deliver students applications directly to UCAS, speeding up the processing of the applications and their delivery to universities. If successful, this will considerably reduce the mail-handling, checking and coding, data entry, scanning and printing overheads at UCAS.

Third, the ICR project will take care of the residual application forms which will continue to be received at UCAS, converting them to an electronic form for processing alongside the Electronic Applications.

Together, these projects amply demonstrate how careful planning and the application of key document management technologies will ensure UCAS achieves its goal.

This Page Is Inserted by IFW Operations  
and is not a part of the Official Record

## **BEST AVAILABLE IMAGES**

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images may include (but are not limited to):

- BLACK BORDERS
- TEXT CUT OFF AT TOP, BOTTOM OR SIDES
- FADED TEXT
- ILLEGIBLE TEXT
- SKEWED/SLANTED IMAGES
- COLORED PHOTOS
- BLACK OR VERY BLACK AND WHITE DARK PHOTOS
- GRAY SCALE DOCUMENTS

**IMAGES ARE BEST AVAILABLE COPY.**

**As rescanning documents *will not* correct images,  
please do not report the images to the  
Image Problems Mailbox.**

# ACME Project, Internet-based Systems that Advocate Academic Credit for Military Experience and Analyze Options For Veterans in Career Transition

Denise A. Wenger, Ph.D.

Educational Consultant, ACME Project; President, Instructional Materials Depot, Inc.  
Pewaukee, WI, USA email: indepot@execpc.com

Mike Rufflo, M.S.

Instructional Technology Consultant, ACME Project; President, Metavue Corporation, Inc.  
Sun Prairie, WI, USA email: rufflo@metavue.com

F. Joe Bertalan

Director, ACME Project, Supervisor, Employment and Training Section  
Wisconsin Department of Veterans Affairs (WDVA), Madison, WI  
email: joe.bertalan@dva.state.wi.us

## Abstract

*The ACME Project provides Internet-based systems that promote equity in the awarding of Academic Credit for Military Experience (ACME) and training in college and technical college programs in Wisconsin, USA. ACME Project analysis systems provide program credit and cost analyses for academic programs on a college-by-college basis. A unique Databank of Equivalencies documents credit awards for military courses using the military ACE Guide as a standard. All branches of the United States military are served by these systems. This paper focuses on Phase I piloting results and implications of systems utilization for solving transcript analysis problems for college admissions officers, military personnel, and active-duty military personnel and veterans in career transition in Wisconsin and elsewhere. A demonstration of Internet-based system functions is included in the Poster Presentation.*

## 1. Introduction

The ACME Project answers problems related to delays in training teachers for the Troops to Teachers Program (TTT) and advocates for equity and increased academic credit awards for military experience (ACME) and training that is equivalent to college coursework at private and public colleges in Wisconsin and elsewhere.

The project anticipated development of a dynamic, user-friendly, Internet-based system with information, analysis, and record keeping functions. This Internet-based system would make ACME services available to veterans around the world. It would work as a central record-keeping system, a two-way communications system, and a tracking system for measuring progress of veterans in retraining from distant locations. Project plans proposed development of proactive systems to help military personnel achieve maximum academic credit for military experience (ACME), thereby reducing

time and costs for achieving teacher certification or completion of college programs. Statistics would compute costs and benefits of programs where ACME is awarded, record completion rates for candidates, report on years of service, and support a 5-year longitudinal study of ACME awards (reporting on retraining success, service benefits, and tuition reimbursement savings to taxpayers). Databanks and systems developed during the project would serve as models across the nation. The project would establish the ACE Guide (American College of Education Guide for all military courses, in online format, ACEnet) as a standard reference for building course equivalencies between military and college courses. ACME systems would serve as "virtual" personnel and would perform credit and cost analysis not previously available to veterans, running 24-hours a day, 365 days a year.

## 2. Design Strategy and Project Goals

The ACME Project focused on creating internet-based systems that respond to real, field-based needs of Troops to Teachers and WDVA personnel, veterans, and college admissions personnel, including registrars. To develop understanding of complex issues related to the project, the ACME team conducted field interviews and surveys.

The ACME Project focused on solving three real problems involved with career transition. First, a lack of Academic Credit for Military Experience (ACME) often means that few veterans enter professions where extensive retraining is required for licensure. Because no history of awards exists, ACME provided to one veteran is not always awarded with "equity" to others. A lack of credit awards means the cost of retraining is too high for many veterans who served as instructors at the service academics and other professionals, such as computer and medical technicians, military police, etc.

Second, because no history of awards exists, the possibility of ACME awards is unknown to veterans.

Third, the absence of a record keeping system means that benefits and values of ACME awards to a retraining program go unassessed and unreported.

### **3. The Work Plan**

The ACME team conducted field surveys and interviews to investigate service needs and to develop technical system design and content requirements. They used qualitative methods to conduct structured interviews and quantitative survey methods to find solution paths to problems listed above.

The team mailed an ACME survey to 2100 Troops to Teachers (TTT) Program participants across the nation. Surveys returned by over 1500 veterans involved in TTT training programs provided a profile of veteran's needs.

The team interviewed college admissions personnel, deans of academic affairs, credit decision makers, registrars, and college veteran's representatives who serve as credit evaluators in the 61 colleges and technical colleges in Wisconsin. They conducted interviews with career transition program administrators for the Military Career Transition Program (MCTP in Norfolk, VA), deans, and registrars at Old Dominion University (Norfolk, VA) and military credit analysts at Thomas Edison State College (Trenton, NJ). These interviews provided behind-the-scenes views of how transferable credit and advanced standing issues and problems are addressed in colleges and universities across the nation.

### **4. Designing Internet-based Systems**

Research indicated that users and stakeholders would benefit from the design and development of specific data management and analysis systems. First, there was need for an account and transcript management system that veterans could use in preparing multiple applications.

Second, there was need for a credit tracking program for an individual with an account in the system. This program would need to track credits granted over time. It needed to track ACE-based equivalency credit awards, CLEP, DANTES, AP exam, test out credit awards, and others types of credit awards, including portfolio awards.

Third, there was need for a transcript analysis program that could compare schools in terms of what credit may be granted to the applicant, given an individual transcript of awards and the course requirements for a selected program. During credit analysis, the program would identify how much credit might be applied against the graduation requirement and how much credit might be awarded for a specific program. Note: The ACME systems do not guarantee credit awards for any college program. They report on the history of awards entered by college and technical college registrars.

To support these functional systems, four information management systems were developed. The Curriculum Catalog system provides a description of college programs on a program-by-program basis. The End-User Information system manages information about the end user, including demographic and security information. The Transcript Subsystem supports the recording of ACE transcripts for military personnel, including contents of the ACE transcript and a record of granted continuing education credits. The Course Equivalencies system contains information on equivalencies formalized between ACE and college courses. This system is used by registrars and serves as the heart of the historical system of awards called the Databank of Equivalencies.

### **5. Piloting ACME Systems**

To test ACME systems, two focus groups (18 veterans from the University of Wisconsin, Madison, WI) and 49 veterans (from WDVA Online databases) were recruited to test drive ACME systems. The focus groups asked veterans to use ACME systems, then rate the experience, assess how systems worked, and judge the value of ACME systems for themselves and others.

Results indicate that ACME systems all worked with excellence. Veterans gave the highest ratings to system designs and reported that all systems worked very well. They rated the ACME system as having high value to themselves and others.

### **6. Implications of System Utilization**

The development of the Databank of Equivalencies, using the ACE Guide as a standard, produces new transfer credit maps for colleges in Wisconsin (and across the nation) and offers new credit analysis services to veterans. For colleges seeking to attract students, these maps represent "military-friendly" career paths that promote equitable delivery of ACME awards, save taxpayer dollars, and provide a valuable "leg up" for veterans in career transition.

Today, ACME Project databases and information systems are serving as powerful advocates for increasing awards of academic credit for military experience and training in many fields of study. Unexpected applause for ACME systems is coming from college registrars who see how ACME systems can save admissions personnel hours of credit evaluation time and streamline college admissions processes for veterans.

Acknowledgements: The ACME Project was funded by the WDVA, Madison, Wisconsin, USA.

# ADMISSION

## SPELMAN COLLEGE POLICY STATEMENT

As a historically Black college for women, Spelman seeks to admit academically talented students with a demonstrated commitment to academic excellence, leadership and community service. Spelman is committed to enrolling students from diverse social, cultural, ethnic, economic, geographic, religious and experiential backgrounds. Admissions decisions at Spelman are driven by the institution's recognition of the value of a diverse student body. Spelman admits students whose academic and personal profiles indicate they will be productive members of the Spelman community. Additionally, these students are well prepared to meet the challenges of a rigorous curriculum. The College admits students whose academic performance indicates that they will be enriched by the Spelman environment. The College enrolls women without regard to race, creed, physical or learning challenges.

## CRITERIA FOR ADMISSION

\*Minimally, a candidate for admission must have 15 or more units (grades 9-12), with at least 12 in academic subjects. Spelman's admissions process is competitive. Most students admitted to Spelman will have the following academic high school units:

<i>English</i>	<i>4 units</i>
<i>Mathematics</i> (with at least <i>Advanced Algebra</i> with <i>Trigonometry</i> or <i>Pre-calculus</i> )	<i>3-4 units</i>
<i>Science with lab</i>	<i>3-4 units</i>
<i>Foreign Language</i>	<i>2-3 units</i>
<i>History/Government</i>	<i>3-4 units</i>

Additionally, most students admitted to Spelman have a "B" or better average, in advanced, honors, advanced placement, and/or international baccalaureate courses, without grades lower than a "C."

All applicants must take either the Scholastic Aptitude Test I (SAT I) or the American College Test (ACT). Spelman will waive test requirements for transfer students who have completed at least one year (30 semester hours) of full-time study at an accredited college or university.

Spelman admits first-year and transfer students for the Bachelor of Arts and the Bachelor of Science Degree programs.

\* Additional minimal requirements include a minimum average of "C" or better in academic subjects. Specific minimum course requirements include 4 units of English, 2 units of science (1 lab), 2 units of foreign language, and 2 units of mathematics. Students admitted to Spelman will present credentials that exceed the minimum requirements. Please see Criteria for Admission.

## FIRST-YEAR ADMISSION

First-year applicants are admitted for the fall semester only. Students may enter Spelman under one of the plans outlined below:

## JOINT ENROLLMENT

The Joint Enrollment Program offers qualified high school seniors the opportunity to take first-year level courses at Spelman while enrolled in an Atlanta metropolitan high school. All credits earned in this program may be used to fulfill degree requirements at Spelman. Upon written request and payment of the required fee, the College will issue transcripts to high schools, colleges, and universities for possible transfer credit.

Students may apply for the Joint Enrollment Program after completing the 11th grade. Students who would like consideration for admission to the program should contact the Spelman College Office of Admissions and Orientation Services and their high school counselors during their junior year of high school and complete the application for admission indicating Joint Enrollment status. Students must request approval from their high school counselors.

Applicants for Joint Enrollment must submit their SAT I or the ACT scores, their most recent high school transcript, two letters of references from teachers, and a recommendation from their high school counselors by the application deadline.

Students who attend an Atlanta public school must meet the criteria set by the Atlanta Board of Education and the State Department of Education to participate in the program.

## EARLY ADMISSION

The Early Admission Program offers qualified high school juniors the opportunity to enroll into Spelman at the end of their 11th grade year. Spelman will admit, as regular first-year students, a limited number of students with outstanding records at the end of their junior year in high school. Early admission students will seek their high school diplomas from their secondary schools after completing their first year at Spelman. A personal interview is required for all early admission candidates.

## EARLY ACTION

Under this plan the College admits academically outstanding high school students early in their senior year. In addition, it permits early notification for those outstanding students who identify Spelman as their first-choice college.

## REGULAR DECISION

Admission to Spelman is selective and competitive. Most applicants exceed minimum eligibility requirements. All Regular Decision applicants must meet the deadlines outlined below.

## FIRST-YEAR ADMISSION DEADLINES

### Joint Enrollment

Application Deadline: January 15  
of grade 11  
Decision Notification: April 1  
Confirmation Deposit: May 1\*

### Early Admission

Application Deadline: November 15  
of grade 11  
Application Deadline: February 1  
of grade 11

### Early Action

Application Deadline: November 15  
of grade 12  
Decision Notification: December 31  
Confirmation Deposit: May 1\*

### Regular Decision

Application Deadline: February 1  
of grade 12  
Decision Notification: April 1  
Confirmation Deposit: May 1\*

\*Amount of deposit due: \$200 tuition

## APPLICATION PROCEDURES FIRST-YEAR APPLICANTS

The application process consists of the following steps:

1. You must submit the completed application form, essay and a non-refundable \$35 application fee (personal check, cashier's check or money order), recommendations, official transcripts, and official test scores for admission consideration. We prefer you send all application materials in one packet, directly from your high school guidance office. However, you may send the application form, essay and fee separately.
2. Your official high school transcript and secondary-school report form must come directly from your high school. We cannot accept transcripts sent by the student. Your transcript should include your grade point average and/or class rank.
3. Send your SAT I or ACT scores directly to the Office of Admissions from the appropriate testing agency. However, we can make tentative admissions based on test scores included on your official high school transcript.
4. You must send all materials to the Office of Admissions, postmarked by the November 15 or February 1 deadline. In special cases, the College may request an art portfolio, music audition or a personal interview. The Office of Admissions or appropriate department will notify you if we need any of the above mentioned items.
5. After admission and prior to registration, several deposits and a medical report are required. Admitted first-year students who reside outside metropolitan Atlanta will receive top priority for on-campus housing.

## INTERNATIONAL APPLICANTS

In addition to the general requirements, students from other countries are asked to present a school leaving certificate and, if English is not their native language, to take the Test of English as a Foreign Language (TOEFL).

International applicants must also demonstrate the ability to fulfill the financial obligations associated with matriculation in their college program. Financial assistance at Spelman for foreign applicants is limited. International applicants must complete the admission application and the Spelman College Declaration of Finances by December 31 of the year proceeding the fall term in which they plan to enter.

## ADMISSION TO CONTINUING EDUCATION GATEWAY PROGRAM

The Gateway Program offers mature learners an opportunity to begin or complete college studies. To qualify for admission to Spelman College through the Gateway Program, an applicant should have been away from school or college for several years, be financially independent and show evidence of having the potential to succeed academically.

Gateway Program students attend classes with traditional Spelman students. A Gateway Program student who wishes to earn a degree from Spelman College will need to enroll in some daytime courses to meet the requirements of her academic program.

A prospective participant may apply to the Gateway Program as a degree or a nondegree student. Nondegree status is appropriate for the woman who already has a college degree and wishes to enroll in credit courses because of her special interests or her need for certain skills, knowledge or certification.

A nondegree student is part-time and unclassified. As a nondegree student, she may complete no more than one year of study. After completing a year, she must request approval to matriculate as a degree student or obtain permission from the Academic Dean to continue in the nondegree status.

An applicant should submit the following information to the Continuing Education Office:

1. Completed application form, including essay.
2. Official transcript of the high school from which she graduated.
3. Official record of GED test scores, if she is not a high school graduate.
4. Official transcripts from all post-secondary institutions she has attended.
5. Two recommendations.
6. Application Fee.

Advanced placement credits earned by entering Gateway students will be honored in accordance with college policy on Advanced Placement.

The application deadline for degree-seeking students is April 1 for admission in August of the same year and the deadline for non-degree seeking students is July 5 for admission in August of the same year

and October 15 for January admission. First-time college students must meet the April deadline.

For information and application forms, contact:

Dr. Pauline Drake  
Dean of Continuing Education  
Spelman College, Box 849  
Atlanta, GA 30314-4399  
404-681-3643 Ext. 2170

## TRANSFER ADMISSION

Transfer admission to Spelman College is competitive and selective. Transfer applicants must indicate a choice of major as specific requirements may vary by major. In some cases the college may require departmental approval for entry into a major. The college will not admit transfer students who have earned the equivalent of 90 or more semester hours. Transfer applicants must be in good standing and eligible to return to their previous institutions.

## TRANSFER APPLICANTS

Transfer applicants must submit the following materials to the Office of Admissions by February 1 for fall semester, and November 1 for spring semester enrollment:

1. The application form and the nonrefundable application fee of \$35 (cashier's check, personal check or money order made payable to Spelman College).
2. An official copy of the high school record, including GPA and class rank and graduation date.
3. An official transcript from each post-secondary institution attended. Transfer applicants must have a minimum cumulative grade point average of 2.0, although most admitted applicants have earned grade point averages of 3.0 or higher.
4. Two recommendations from instructors (preferably teachers in the applicant's intended academic major) at the last school attended.
5. SAT or ACT scores, if transferring with less than 30 semester hours.

## TRANSFER ADMISSION DEADLINES

### Fall Semester

Application due: February 1  
Decision Notification: April 1  
Confirmation Deposit: May 1\*

### Spring Semester (Transfer Applicants Only)

Application due: November 1  
Decision Notification: December 1  
Deposit: December 15\*  
Confirmation Deposit: May 1\*

\*Amount of deposit due: \$200 tuition

## Admission

### Spring Semester Applicants

Only transfer students who have completed a minimum of 24 semester hours at other colleges by the November 1 application deadline may apply for the spring term. First-semester freshmen are not eligible to apply for transfer admission for the spring semester in their first year. The Office of Admissions must receive all required materials by the November 1 deadline to insure notification by December 1.

### TRANSFER CREDIT

The College will award transfer credit for comparable work in which the student has earned grades of "C" or better, provided that the institution at which the credit was earned is accredited by its regional accrediting agency.

The College Registrar evaluates the transcripts of incoming transfer students to determine course equivalents for general and divisional requirements. Department chairpersons evaluate transcripts of incoming transfer students to determine course equivalents for departmental requirements.

Students are required to take math or foreign language college placement examinations, if they do not transfer credit in those areas.

The College honors advanced-placement credits earned by entering transfer students in accordance with the College Policy on Advanced Placement.

The maximum allowance for credit earned at community or junior colleges is 60 semester hours.

### GUEST APPLICANTS

A student in good standing with sophomore or higher status at another accredited college who wishes to earn Spelman credits toward a degree from her home institution may apply in the same manner as a transfer student. Additionally, a student must obtain, in writing, permission to enroll as a guest from their home institution. A student should have her proposed Spelman courses approved in advance by the home institution. Guests may enroll for one semester or one year. The Spelman Academic Dean must approve any period longer than one year. A guest student may become a transfer student by applying for admission through the Admissions Office. The applicant is subject to all deadlines, policies,

and procedures of the Admissions Office. She must submit a letter from her former college approving her change of status to transfer student. Housing is not guaranteed for guest students.

### POSTBACCALAUREATE APPLICANTS

Nondegree students who do not enter through the Continuing Education Program will be part-time and will have no other official classification.

A student may attend no more than one year as a nondegree student unless special permission is granted by the Spelman Academic Dean.

Participation in college activities by nondegree students is limited to classroom activity. These students are exempt from student fees because they are not provided with the health services nor the cultural activities that these fees support.

### APPLICATION FOR REINSTATEMENT

A student who voluntarily elects to leave the College in good standing is eligible for reinstatement within a maximum of 10 years. For reinstatement, she must notify the Registrar in writing of her intention to resume her studies by November 1 for spring semester registration, and by March 1 for fall semester registration. Upon reinstatement, the student is governed by the academic requirements and policies reflected in the Spelman College Bulletin for the academic year during which she is reinstated. The Academic Review Committee has the authority to establish conditions under which a student is reinstated.

### APPLICATION FOR READMISSION

A student who is dismissed from the College for failure to earn the minimum 2.0 cumulative grade point average required for academic good standing (1.8 for first-year students) must apply for readmission. Readmission application deadlines are March 1 for fall semester, and November 1 for spring semester. Official transcripts showing all academic work attempted during absence from Spelman are required at the time of application.

A student is eligible to apply for readmission provided she has:

1. Completed a leave of absence of at least two consecutive semesters;
2. Completed a minimum of 4 (four) liberal arts courses at an accredited college or university, with a grade of "C" or better in each course;
3. Fulfilled any other requirements that were established by the Academic Review Committee, including the requirement to change major.

A student who was administratively withdrawn or suspended from the College is eligible to apply for readmission after she has fulfilled all requirements or sanctions established by the Academic Honesty Appeals Board, the Judiciary Board, the Academic Dean, the Academic Review Committee, or the Dean of Students.

A student who was dismissed more than once from the College for failing to meet the requirements for academic good standing, or for violating the code of conduct, is not eligible for readmission.

### FINANCIAL AID NOTIFICATION

The College will send tentative financial aid awards to applicants who file the Free Application for Federal Student Aid (FAFSA) by the posted deadlines. The Office of Student Financial Services will send these award letters within two weeks of receipt of the Student Aid Report (SAR) from the Federal Processing Center, but not earlier than February 15.

### CAMPUS HOUSING

Upon admission to the College, students are sent housing applications. Those who desire campus housing must submit (a) \$200 tuition deposit, (b) \$100 housing deposit and (c) a housing application to the Office of Admissions by the May 1 deadline. New students should submit the housing application, tuition and housing deposits at the same time.

#### Housing Confirmation Deposit

The College will send a housing assignment by mid-June to all who have met the May 1 deadline.

#### First-Year Students

Most first-year students who submit required deposits by the published deadlines will receive top priority for on-campus housing. The Office of Residence Life makes assignments on an "as-available" basis to all other students.

## ***Admission***

### **Transfer Upper-Division Students**

The College cannot guarantee housing to transfer, readmitted, or guest students. Since the number of spaces available for new upper-class students is limited, these students should apply for housing as early as possible.

All currently enrolled upper-class students must apply for housing by paying a \$100 deposit (\$50 tuition, \$50 housing) by March 31. They must also meet their financial obligation to the College by that date. After meeting this criteria, their names are entered into a computer-based lottery, which determines their housing status.